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| RESEARCH ARTICLE

Teaching Translation Technology in Jordan Employability and Labor Market

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| ABSTRACT

Translator training programs worldwide offer translation technology courses to meet the market's growing needs, and translation programs in the Arab world are no exception. Developing 'technological competence' should be reflected in the curricula of translator training programs (See, Kenny 2020, Pym and Torres-Simón 2020, O'Brien 2019). However, the focus on technological competence varies across translator training programs around the world. This study aims to pinpoint the importance of technology in MA programs in Jordan. Furthermore, it determines whether technology-connected courses are acknowledged in the program descriptions and objectives. To conduct this study, all the Universities with MA in translation and/or translation and English programs in Jordan were recognized. In addition, a corpus of all MA programs with translation technology courses, course descriptions, and program objectives was also gathered. As a final point, a comprehensive explanation and examination were carried out to recognize technology in MA programs in Jordan. The outcomes of this study indicate that 'technological competence' is widely disregarded in the huge mainstream of MA translation programs curricula in Jordan.

| KEYWORDS

Translation technologies; CAT tools; localization; translator training; Arab world.

| ARTICLE INFORMATION

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Introduction

The arrival of technology has rehabilitated MA programs all over the domain in terms of both course content and training methods. The addition of technology-connected courses to comply with the market's requirements and enhance translation technology skills for MA students can be obvious in the curricula of translation programs in several parts of the world. Concepts and terms such as GILT (Globalization, Internationalization, Localization, and translation) have seriously impacted the nature of translators' work with regard to the increased volume of translations, tight deadlines, and new required technological skills. Translator programs that included technology in their curricula saw 'technology' as an opportunity rather than a threat. (see, Middlebury Institute of International Studies/USA, Kent State University/USA, Royal Melbourne Institute of Technology/ Australia, Queen's University Belfast/ Ireland, Dublin City University/Ireland, University of Nottingham/UK, European Masters in Technology for Translation and Interpreting).

Some scholars argued the significance of the insertion of technology-connected courses in the curricula of MA programs. Kenny (2020) emphasize the significance of technology for translators. The inclusion of technology-related courses in translator training programs to respond to the market's needs and increase the employability of students can thus be seen as an urgent need that necessitates revisiting the curricula of translation programs worldwide. The tendency towards including technologies in translator programs worldwide is 'largely motivated by a desire to improve students' 'employability' (Kenny, 2020, 26). Anthony Pym and Ester Torres-Simón (2021) argue that 'automation' plays a crucial role in shifting the focus of the translation profession

towards technology. That is to say, the reliance of translators on technologies to carry out their jobs whether by using translation memories, term-bases, or project automation features, has made 'technology' an indispensable aspect of translators' skills. Pym and Torres-Simón (2021, 11) further stress the gap between academia and language service providers (LSPs) and indicate that such a gap cannot be filled without collaboration between translator-training programs and language service providers. Similarly, O'Brien (2019, 364-274) calls for integrating technology in translator training programs to respond to the technical developments that take place in the translation industry. Sayaheen (2019) explores both the curricula of the undergraduate translation program at Yarmouk University in Jordan and the current trends in the market. He concludes that there are gaps between the real market and the curricula offered by Yarmouk University. However, these two studies try to identify the gaps between the curricula of translator training programs and the industry in a general sense.

This paper tries to detect the situation of the insertion of translation technology-connected courses in Jordan in terms of technology-related courses accessible, program objectives, and course descriptions of technology-connected courses. The obtained descriptive data can support recognizing whether MA programs in Jordan train students with the required technological competence and comply with the market requirements**.**

Literature review

Technology is one of the main pillars when we talk about the work of professional translators. It has many advantages for translators such as increasing the volume of the translator's work. In this regard, many researchers in the translation field addressed the importance of technology. Chan Sin-wai (2017) argues that contemporary translators should acquire what she calls 'professional competence'. For her, 'professional competence' consists of five sub-competences 'linguistic, cultural, translation, translator, and technological competences.' (39). Chan Sin-wai identifies 'technological competence' as a major competence in her suggested model. In the same way, Pym (2013, 491) confirms that 'The basic point is that technology is no longer just another add-on component'. Moreover, Pym (2014) urges translator training programs to teach fundamental technologies and tools to, later, be able to reach what he calls 'localization competence'. Similarly, Kenny, Dorothy (2020, 498) argues that in a 'highly technologized field' i.e., translation, 'broad technological competence can contribute to critical citizenship'.

Moreover, the EMT model (2012) and the EMT revised model of translator competence profile (2017) are adopted in European and non-European countries and include 'technological competence' as a major competence for students. The rest of the EMT competences are: language and culture, translation, professional and interpersonal, and service provision. Here, it is crucial to explain that the EMT competence framework (2017) defines technological competence as:

> "This competence includes all the knowledge and skills used to implement present and future translation technologies within the translation process. It also includes basic knowledge of machine translation technologies and the ability to implement machine translation according to potential needs". (9)

"Having acquired the technological competence, The EMT suggests that students are expected to know how:

1. Use the most relevant IT applications, including the full range of office software, and adapt rapidly to new tools and IT resources
2. Make effective use of search engines, corpus-based tools, text analysis tools, and CAT tools
3. Pre-process, process, and manage files and other media/sources as part of the translation, e.g. video and multimedia files, handle web technologies
4. Master the basics of MT and its impact on the translation process
5. Assess the relevance of MT systems in a translation workflow and implement the appropriate MT system where relevant
6. Apply other tools supporting language and translation technology, such as workflow management software". (9)

Generally, translation technology deals with many computer implementations that translators work on to complete their jobs more efficiently and to economize time. O'Brien, Sharon, and Rodriguez Vazquez, Silvia (2020, 264) mention

> "In its broadest sense translation technology is understood to include a large array of computer tools that help translators do their jobs, including word processors, spell, style and grammar checkers, the World Wide Web, corpus compilation and analysis tools, terminology management tools, translation memory tools (TM), translation management systems (TMS) and machine translation (MT)".

Methodology

This paper proposes an overall description and analysis of MA translation and interpreting programs in Jordan to recognize the situation of technology-connected courses and the willingness of MA programs to train students with technology.

The following technique has been implemented to conduct this paper and to answer the suggested questions.

Questions of the study

This paper aims to answer the following questions:

1. How many technology-connected courses exist in translation departments in Jordan?
2. To what extent is technology acknowledged in the program objectives in universities in Jordan?
3. To what extent are technology-connected courses reflected in translator training programs' curricula to help MA students be involved in the market?

The key origin of data for this paper is the following. First, a corpus of technology-connected courses accessible by MA translator programs in Jordan. Second, the objectives of all MA translator programs in Jordan are revealed on their websites. Third, a corpus of all existing course descriptions of technology-connected courses offered on translator programs in Jordan.

To collect the corpora needed to response the planned questions the researchers tracked the next steps: First, the researchers recognized all the public and private universities in Jordan included in the Ministry of Higher Education official website. Then, the researchers recognized all the Universities with MA in translation and/or translation and English programs. Third, all program objectives and course descriptions were also specified on the university website.

Findings and Discussion

This is a descriptive study in which only the curricula of graduate translation programs in the Arab world will be analyzed from data available on their websites to identify the place of translation technology-related courses in translator training in the Arab world. The goals behind identifying the nature and number of translation technology courses are to: first, chart and map the nature of MA translator training programs in the Arab world and second, to examine whether MA translator training programs in the Arab world have responded to the drastic and unprecedented technological developments, third, to examine whether MA translator training programs in the Arab world equip students with the needed technological competence and prepare students to meet the needs of the market. As mentioned in the methodology section, the researchers specified all public and private universities in Jordan. Then they recognized universities that offer MA programs in translation and interpreting as they appear on their websites. The results display that the whole number of MA programs focused on translation and interpreting offered by universities in Jordan is 6) programs.

Program Objectives

Graduate and undergraduate programs in various fields usually set their objectives prior to designing their study plans and course descriptions. In the context of translator training programs, it is expected that each program should develop certain skills and competencies based, maybe, on a certain competence model. As we have seen above, technology seems to be an agreed-upon competence due to the drastic technological developments in the nature of translators' work and to improve graduate employability. The following are the goals of the MA programs in translation in Jordan. First, to develop students' language competence in both source and target. Second, to develop students' cultural competence. Third, to prepare students to pursue their graduate studies (PhD). Fourth, to develop students' transfer competence. Fifth, to develop students' translation competence. Sixth, to develop students' knowledge to translate texts from various domains. Seventh, to provide students with the basic theoretical principles of translation. Eighth, to develop students' competence in conducting translation research. Finally, to develop students' commitment to ethical consideration and conduct in the field of translation.

All MA Translator programs neglected technology in their objectives. MA Translator programs are expected to spot the critical growth in translation as an industry and therefore adapt their curricula and objectives accordingly. In other words, technology became a vital component of MA translator programs worldwide to cater for most possible jobs in the market.

Technology-related courses

This paper provides comprehensive information about the nature of technology-connected courses at universities to clarify the place of technology in MA translator curricula in Jordan. These courses include machine translation, terminology studies, localization, software localization, video game localization, and CAT tools. In addition, and to help in understanding the place of technology in each university plan, the researchers identified the number of courses offered and their type (compulsory or elective). The total number of technology-connected courses is (3); none are obligatory, whereas (3) are electives. These numbers clearly show that technology is ignored in the curricula of MA programs in Jordanian universities.

Course Description

A Course description usually summarizes the learning experience for any given course. Moreover, a course description presents details about the course such as course title/name and number, prerequisites, topics covered in the course, semester offered, registration information, etc. What matters in this paper is trying to get more information about the nature of the topics covered in the technology-related courses offered in the MA programs in the Arab world. Meanwhile, the current research tries to determine whether course names match what these courses cover. While collecting the data of the current paper the researchers observed that a number of courses are labeled or named as 'Machine translation' and, at the same time, the course description of these courses says that it covers different topics such as CAT tools.

Computer Assisted Translation (CAT tools)

All the MA programs that offer this course seem to have a clear picture and a united opinion about what is taught or should be taught in this course. In general, the course description of the CAT tools courses says that the course covers various topics related to CAT tools such as translation management systems (TMs), terminology management systems, alignment and term extraction tools, and quality assurance features both theoretically and practically.

Machine translation

Examining the course description of machine translation modules offered in the MA programs reveals serious disparities. For example, the course description of MT modules at both the *University of Jordan/Jordan* and *Petra University/Jordan* (course title machine translation) does not mention post-editing. They only focus on training students on how to benefit from and use applications of MT in addition to the theoretical part and the developments that MT has witnessed i.e., the history and application of machine translation.

Translation technology

Localization

Jimenez-Crespo (2011) proposes a taxonomy of translation and localization studies research areas. These areas include videogame localization, Web localization, software localization, small device localization, and multimedia localization. This typology seems to impact translator training programs in several parts of the world in terms of the courses offered, teaching methods, and research topics. That is to say, several translator training programs offer general and specialized localization modules such as videogame localization, web localization, and software localization.

MA in Audiovisual translation

Applied Scientific Private University has specialized program in audiovisual translation. This program concentrates on Audiovisual translation, mainly dubbing, subtitling, and voicing. Furthermore, these programs highlight that they have specialized laboratories prepared with advanced software. Unexpectedly, courses on translation technologies i.e., CAT tools, MT, and localization are neglected in the Master's program in Audio-Visual and Mass Media Translation at Applied Scientific Private University.

Employability and Labor Market

The importance of technological competence is evident in several translation competence

models. for example, the EMT model (2012) and the EMT revised model of translator competence profile (2017) are both adopted in European and non-European countries and both include 'technological competence' as a major competence for students. The rest of the EMT competencies are language and culture, translation, professional and interpersonal, and service provision. Kelly (2005, 23–24 argues that 'the study of job advertisements and descriptions' is a viable method to examine the current status in a field. Several studies rely on job advertisements to verify the hypothesis that 'technological competence' is

required in the translation industry (see, Hao, Y., & Pym, A. (2023), Al-Batineh, M., 2023, Salamah, D. (2022), Nataša Hirci 2022, Anabel Galán-Mañas 2019, Al-Batineh, M., and Bilali, L. (2017), and Sayaheen 2019. Consequently, a corpus of 200) advertisements was collected from Indeed's online job website. The 200 advertisements were then filtered to exclude non-translation-related advertisements. The final number of advertisements that searched for translators was reduced to 110. (Indeed.com) provides job search results based on the country in which you want to find a job. It lists 62 countries worldwide, of which there are eight Arab countries listed (Bahrain, Egypt, Kuwait, Morocco, Oman, Qatar, Saudi Arabia, and the United Arab Emirates). The ads were analyzed only to identify the skills and qualifications related to technological competence in the Arab world. The distribution of the collected advertisements and the mention of technology is shown in the following table:

Country	Number of Analyzed advertiments	Technology Percentage
Bahrain	5	1
Eygypt	20	13
Kuwait	10	3
Marocco	4	2
Oman	1	0
Qatar	20	12
Saudi Aribia	20	13
United Arab Emirates	20	11
Total	110	55
	Percentage	60.5%

Keywords such as technology, CAT tools, computers, computer applications, localization, project management, software, and translation tools were used to identify the technology-related requirements in the listed advertisements across the mentioned countries. The analysis of the advertisements showcases that 60.5% of the advertisements demand technological competence from applicants, indicating that possessing 'technological competence' is a prerequisite for applying and competing for the mentioned jobs.

Conclusion

Several translation scholars stress that technological competence is crucial for translators. Furthermore, the addition of technology-connected courses in the MA translation program curricula looks to be a firmly established practice in different parts of the world. Equipping translators with the required technological skills and responding to technological developments are the main reasons for adding technology to the curricula in MA programs in Jordan. This can help graduates with an MA in translation to compete in the translation market. Based on the data in this study which was extracted from the available websites for the universities in Jordan such as the course description, courses offered, programs and objectives, the translation programs in Jordan need to add courses such as those related to technology to compete with the same programs in other parts of this world. Consequently, MA programs in the Arab world are strongly invited to reconsider their curricula if they wish to keep pace with the drastic changes that have affected the nature of translators' work. Finally, it is recommended that other research be conducted to identify approaches to teaching technology courses, tools taught, assessment methods, teachers' profiles, and IT infrastructure. It is hoped that the findings of the current research serve as a reference for decision-makers in the MA translation programs in the Arab world to reconsider the place of technology in their curricula.

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