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| **RESEARCH ARTICLE**

Training Translator on Campus and after Graduation

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| **ABSTRACT**

Training translators is an important issue that can be more difficult than learning a new language. Students of translation have to deal with different texts. Translating these different texts requires dealing with various types of dictionaries. There is self-training based on some books that claim to teach translation without a teacher. This type of book for learning translation without either guidance or an instructor cannot be trusted. However, there is another type of organized training provided by educational institutions where the translation teachers deal with each text in order to teach the students how to deal with words, textual and grammatical characteristics, and the methods suitable for translating the texts. The time needed for training differs depending on the goal of training, from a few weeks to several months. Translation training is no longer limited to the texts only but also to the translation technologies: Google, Microsoft and other computer-assisted technologies. Training translators in Libyan universities is still far from machine translation, which makes it complicated and does not give any optimism towards increasing translation projects. The translation between Arabic and other languages is very limited; this happens because no funding is allocated for bringing these technologies and also for training itself. Training is not limited to the knowledge of the source and target languages but also to proofreading and finding the exact equivalence for the source text. It also includes training on dealing with various types of texts coming from different cultural environments.

| **KEYWORDS**

Translator, training, technologies, Arabic, Language.

1. Introduction

Translator Training is not an easy task; it is a complex issue, perhaps surpassing the difficulty of learning a foreign language, as the student studying translation needs to deal with a diversity of texts. Students become familiar with various types of texts: literary, commercial, media, political, technical, legal, religious, and others, each of them having its own special vocabulary. For this diversity of vocabulary and special terms, translating these texts requires dealing with various monolingual and bilingual dictionaries: literary, commercial, media, religious, etc. This is in terms of the diversity of the text, and there is also the direction of translation, or the pair of languages, e.g. from Arabic to a foreign language such as English or French, or vice versa. Each of these texts is characterized by different constructional patterns.

1.1 Aims of the Study

This study aims to explore the programs used for training students in translation while they are on campus or later after they graduate. Of course, being a translator is not only studying some theoretical courses but also dealing with different types of texts, and each of them needs a different technique for translation.

Training is not limited to teach students how to translate a text but also to cover other topics, such as dealing with dictionaries and similar references. Besides, as translators can be considered bilingual, it can be said that they need to be fluent in Arabic.

To explore the students' backgrounds, a questionnaire was submitted electronically to the students of translation at the Libyan Academy in the Faculty of Languages at Misurata University during Spring 2022/2023.

1.2 Problem of the Study

The problem of the study is to explore the problems that the students of translation are having as they are students and are engaged in training. It also seeks to know to what extent they are ready to continue with this discipline.

1.3 Rationale of the Study

It is necessary to conduct this research in the Department of Translation. Its results may show if the work in this field is going well or if there might be some problems encountered by the translation students in the Libyan Academy on the campus of the Faculty of Languages, Misurata.

1.4 Methodology of the Study

This study was conducted with the use of a questionnaire given to the students at The branch of Libyan Academy in Misurata in Spring 2022/2023. It was prepared using Google Docs.

2. Literature Review

2.1 What Training is

Training means providing a person with the necessary skills he needs for his work, e.g., a translator. It can also be expressed in a different way that training is to increase the abilities and to develop the skills that increase personal competence.

Cambridge Dictionary (2023) defines *training* as "the process of learning the skills you need to do a particular job or activity". In general, training has certain components: a trainee, a trained, purpose of training. For a translator, Pym (2012. b) states that "translator training is associated with the skills needed to achieve translation competence." So, translator competence is an important factor for him as it increases his ability to understand the text and, in turn, to translate it into the target language.

Participants, after the training course, have to be able to develop their skills and abilities alone with the help of no one, which may increase their proficiency in the field of translation. Being a professional translator requires that a translator must master a pair of languages he translates from and to. He also has to be efficient in using computer tools for translation.

Training translators is essential for effective communication, diplomacy, cultural preservation, knowledge accessibility, and the future of the industry. It is important for organizations, governments and educational institutions to invest in translator training programs to ensure that there is a sufficient supply of qualified and competent translators to meet the growing demand.

2.2 History of Training Translators

Historically, translating was a personal interest that any person who knew more than one language could do. Later on, this activity was organized somehow, and some institutions were interested in teaching translation for different purposes: religious, technological, etc. Translation training for long terms appeared in the 20th century; it increased sharply in the 1980s. There was a sharp need for long-term training for specific purposes (Pym. 2009: 1).

It cannot be denied that old nations needed translation for their own purposes and activities; the Chinese needed translation for the Buddhist texts. European colonialists also did this for their own expansive purposes in different parts of the world. Of course, Muslims and Arabs in Toledo and Granada needed to translate for their own purposes. It is well-known that The Abbasid Caliphate in Baghdad founded *Baytul Hikmah*, or the House of Wisdom, in the 9th century, where different intellectual activities were studied and searched, including translation (Pym, 2012: 1). At different times, institutions for training translators were established to respond the needs for training. Training translators was very active in Europe in the 20th century for different purposes. The market-demand accelerated the process of having translators for different purposes, so there was a need to have training programs that satisfy the different needs of the European markets (Pym a, 2012: 3). In parts of Europe, many training institutions were there.

In the Muslim and Arabic World, there was a center for training in Constantinople (recently known as Istanbul), which was established in 1669. In modern times, the greatest school for training translation was AL-Alsun كلية الألسن, i.e. Faculty of Languages, in Egypt in 1835 (Pym, 2). Some other Arab programs for translator training were founded later at different times. In Libya, the first program for teaching and training translation was established in the Libyan Academy of Graduate Studies in Tripoli in 2000/2001, granting the Master's degree in translation studies (دليل الأكاديمية, nd.). Nowadays, there are many translation departments in Libyan universities granting a bachelor's degree in translation studies.

In parallel, there are many holding MA degrees, but some others hold PhD degrees in translation. In general, BA programs are 4 years or 8 semesters, but MA programs extend to 4-5 years as they are made up of two phases; the 1st is devoted to studying 10 courses in the field of language and translation, and the 2nd for writing the thesis. Actually, students cannot enroll in more than

three courses in one semester if the institution has a complete teaching staff. The thesis writing stage may expand to two years, depending on the availability of academic supervisors in the academic institution.

Libyan MA students of translation can finish the first stage of the academic courses in a period of 2- 3 years. However, some of them cannot make their own their own proposals for their MA dissertations. Training also includes an intensive study of the native language, i.e. Arabic, for Arab students. The case now is that Arabic Language was excluded from the courses of the Department of Translation in The Libyan Academy. The most common case in the Libyan Academy is that training is mostly taking the direction from the foreign language to Arabic.

Training in the modern world is somehow new. Al-Qinai (2010: 121-139) states that "as translator training courses have existed only for a few decades, an ideal methodology for the training of translators and translation teachers has not yet been properly developed." Currently, there are a lot of schools that teach translation at the university level and award the bachelor's degree in language and translation. But, in the early 2000s, there was not a large enough number of translation teachers in some Arab countries (Al-Qinai, 2010: 121-139).

2.3 Components of Training
Training translators covers many topics, such as knowledge of any two languages, culture, and linguistics. It goes beyond this, grammar, syntax, morphology, and editing tools. A translator needs to be trained to use the computer for different purposes relating to the translation process (Putra. 2).

A translation instructor needs to approach each text in a specific way in order for students to understand it and identify the words or terms it contains, i.e. the vocabulary. In addition, the instructor needs to familiarize students with different methods of translation, such as word-by-word translation or summary translation, which is a summary of what the translator understands from the whole text without translating it completely. A translator training program can take different time periods, from short to medium or long term, depending on the desired training goal. Training on simple texts may take only weeks while translating complex texts such as philosophical or religious texts can take longer.

It may not be enough for the trainee to only train on translating the texts but also to understand the properties of these types of texts, which is very important.

2.4 Translator Self-Training
Self-training, as the name suggests, is a kind of training in which the trainee depends on himself. There is no instructor that he can depend on. This kind of training depends on books and manuals issued by some authors and publishers to help those who are interested in translating texts have some knowledge of a specific skill, for instance, translation. There can be some texts in one language and their translations in another.

It can be said that there is a kind of self-training based on some specific books on translation that are marketed with the goal of teaching translation through a variety of examples from both languages. They can be accompanied by some exercises that the trainee must try his ability to translate. This type of book cannot be fully trusted, as there is no human guidance and because of the absence of any ready-made experiences provided by a trainer. On the other hand, there is another type of training, which is the organized type offered by a translation professor in an educational institution.

The material provided for self-training includes some lessons in translating texts from different kinds of texts, daily expressions and conversations, legal, technical, media, etc. They can train themselves to translate the texts into the language they desire. The manuals and books have to suggest a translation for each text either directly after the text or at the end of the book so that the trainee can test his ability to translate and evaluate his performance and see where he fails (Sofer, 2005).

2.5 Training in Libyan Universities
Programs for teaching translation have to be planned to present special courses of translation in academic institutions, either as general courses in the departments of languages for providing the students with a theoretical background of translation and to train them on translating different types of texts, legal, medical, literary or technical texts.

Training in translation at Libyan universities mostly goes in one direction, which is human translation, not relying on machine programs, making it difficult and not giving any hope for increasing translated projects between Arabic and other languages. This happens because using technology in translation requires funding to bring this technology as well as funding for training itself. Translation as an academic discipline is only available for those coming from the departments of the English language but not for those from other departments, such as the French language or Italian language.

In general, Libyan universities present different programs for the bachelor's degree (BA) for students of the English language. The programs may present 2, 3, or even 4 courses in translation; sometimes. Some universities have translation departments, such as the University of Tripoli, the University of Misurata, and the University of Al-Merqib. These departments award the degree of BA in

translation to their graduates. Currently, some translation departments in Libyan universities have launched their program for the Master's degree (MA) in translation. This covers the University of Tripoli and the University of Misurata. The Libyan Academy started its MA program for translation in 2000. Master's degree programs need practically 4-5 semesters for studying the courses required in the department and at least one year for writing the thesis.

2.6 Programs of Translation in Libyan Universities

Since the 1990s, translation courses have emerged in English language programs in Libyan universities. It was studied for one academic year, either in the third or fourth year. There were no coursebooks that could be depended on for the course, except *Translation: As Problems and Solutions* by Hasan Ghazala, published in the mid of 1990s, which was not suitable for those who study translation for their first course, as it discusses some problems with their solutions which are considered an advanced stage in the field of translation training or study. There was also another book, *Principles of Translation* by *Youwel Aziz* and *Moftah Lataiwish*, which was linguistically and literature biased. Then, a book by *Jamal Giaber*, *A Textbook of Translation,* was published in 2005, and later, it was followed by another one entitled *Translation: Methodology, Theory and Practice* in 2019. The content of this book was suitable for the students of Libyan universities. Another book, *Introduction to Translation* by *Al-Hussein Mohsen,* was fit to the needs of the students of the first course of translation as a general course in the university. Another book by the same author, entitled *Fundamentals of Translation,* was published in 2019 as a textbook for university students. In some Arabic countries, there were some books which were made for the purpose of teaching translation, such as the Book of Enani entitled *The Science of Translation*.

Over the last two decades, the researcher noticed that many translation teachers used different materials that were mostly extracted from Internet websites. They also added some texts for translation between English and Arabic. Teachers of general courses in translation lack suitable coursebooks that can satisfy the purposes of the courses. They have to present some theoretical material to have a background for translation, as well as some practical material for training students and to enable them to get experience from the texts to translate. Texts themselves have to be varied so that they can be useful due to their content and the problems they can show. Actually, the courses in general translation teach about written translation only. They do nothing for oral translation, i.e., interpreting, which can be considered an advanced course.

2.7 Importance of Training for Translators and Their Clients

Training translators does not only depend on how to convert a text from one language to another; it also includes other aspects. Recently, the world has become more complicated than it was before. Now, in the time of globalization, the Internet and artificial intelligence (AI), training is not limited to how to translate a text, though it covers processing it with computer programs, how to punctuate and edit it, and how to proofread it.

As the number of private businesses and governmental organizations increases, the demand for translation also increases. The world needs to communicate in different languages, and this is what translators can do. They can bridge the language barriers of the world and make communication between people and countries easier and more effective. Training in translation plays an essential role in diplomacy and other related aspects. The role of translation in all types of relations between people and countries cannot be denied. Even in some international organizations, translation is there.

The researcher considers training as a continuous process that has to take place during the time students learn and/or study translation. Teachers of translation must not be satisfied with only providing the theoretical part of their courses; but they have to train their students to translate different texts. Translation as a process has not to be limited to translation from a foreign language, e.g. English, to the native language, i.e. Arabic, but also in the reverse direction. A student/trainee of translation must be skillful in knowing the foreign language so that he can write and speak fluently, but also speak and write in Arabic; however, the courses of the Translation Department in the Libyan Academy do not include any courses in Arabic grammar or Arabic writing (دليل الأكاديمية).

Training is important for translators so that they become more efficient in production and fast in performance. The costs of training may be a lot; however, its benefits outweigh the costs in the long run (Why is training for translators important? 2021). "With the aid of technology, translators will be ahead due to the many benefits technology offers to employers and translators" (Ibid).

Textual materials cannot be in one language, so the student/trainee keeps still and blind when they translate, especially if they are training at home. The author of the text can supply a translation so that the student/trainee can depend on it to check if their translations are correct. Translators and students of translation can benefit from training in acquiring cultural knowledge concerning the topics they deal with texts about. This increases their treasure of vocabulary and widens their awareness. Training can take place in the period of study or later on-the-job or even as formal training under the supervision of experts. A translator needs to be cognitive of the language of the texts and the information they contain. This can be built up through continuous training. Training is not limited to dealing with vocabulary and information but also covers dealing with editing texts produced in

the process of translation. Training has another side, which is the technical part, i.e. dealing with computers, the Internet, with different techniques for translation.

2.8 Materials for Training
The training needs not only trainers but also other components, such as the *time* during which training is performed and a *place* where the target trainees can receive the training program. Another main component is the *material* that contains the program that is planned to upgrade the trainees.

A training plan must have goals; therefore, the material for that training differs according to the goals.

Some common materials include:

1. All language course-books that may be necessary for both the source language and the target language. The purpose is to develop the abilities of students in reading and understanding the different texts as well as to increase their vocabulary treasure.
2. Students have to have translation exercises that cover different types of texts so that they learn how to deal with them and train them on the use of dictionaries and glossaries, which are necessary tools and references for translators.
3. Authentic material can enrich the treasure of cultural materials, including literature.
4. Training contains the use of different software programs for translation to teach the trainee how to deal with translation memories, electronic dictionaries and glossaries.
5. Translators need to increase their cultural knowledge by dealing with different texts that have cultural backgrounds. Cultural knowledge can increase the vocabulary of the translator.
6. Translation can support translators and students with updated knowledge of current issues of the world, such as the Ukraine-Russia war and related issues like gas supply to Europe, inflation and low rates of the Egyptian currency, or maybe the lockdown of BBC Arabic on January 27th, 2023, etc.
7. In fact, having the theoretical background is not enough; it is the continuous training that increases the practical efficiency and experience of the translator.

Furthermore, training translators also enhance the accessibility of information and knowledge. With the vast amount of information available on the internet and in other forms of media, it is essential that this information is translated into different languages. This allows people who speak different languages to access the same information and learn from one another.

2.9 What Translators Need to Know about Translation
Translators differ from others in dealing with languages in general as they are considered to be bilingual, while others are monolingual. In the training programs at the university, they learn about the different types of texts and learn the different techniques for translating each of them.

They also learn about translation applications, for instance, Google Translate or Microsoft Translator. One of the goals of the MA programs is to give the students a theoretical background as well as to help them become professional translators. They have to be able to produce translations that satisfy the clients.

Universities and similar academic institutions have their own goals for training translators. Their programs are made to meet their goals, which, in some places, may not be similar or the same as in some other places; for that, drawing the goals depends on the policy of the university or the academic institution. The goals can be general, including developing the translator or trainee's language level. Others may include increasing the cultural awareness of the members enrolled in the program. However, the goals may aim to build a specific background relating to a geographical area or a historical period of a certain country. The university or institution may have an important strategic goal that aims to be a regional or international center for translators' training. Providing the participants with a "new concept of Translation and Interpretation Studies by reading informed criticism in the theoretical field" (Hispanic Institute, 2023). Training can also increase the fluency of the trainees to be similar to native speakers of the language included in the program (Ibid). Training can also aim to make the participants work at the standards required when they translate or interpret (Ibid).

2.10 Role of Technology and CAT Tools in Translator-Training
Training on translation is not limited to human-based translation of text but also includes machine translation using various techniques such as Google Lens, Google Translate, Microsoft Translate, or other techniques such as CAT tools, which are computer-assisted translation tools. "CAT tools are one asset that makes translation work faster and more accurate" (CAT Tools, 2019). The programs provided for training translation have to cover some courses in translation software, such as CAT tools, that help give an automated translation of a text and save time and effort.

Translator Training must not be limited to language and translation only but also include the use of technology for different purposes; one of these purposes is how to use the computer to produce translated documents and save them in files, which enables him to retrieve them later for different purposes. Other technical products may also help him produce translation fast, depending on previous experiences. These technologies are called CAT (i.e. Computer-Assisted Translation) tools. They can produce qualified translations in a short period of time as well as in a very short time compared to humans needed by humans to produce the same translation. "Effective use of the tool by the translator will enhance the quality and productivity of the translator and the translation company as well." (Why is training for translators important?)

2.11 Where Training is Received
The first place to study translation is to receive lessons in translation, and its theory is university. It depends on providing some courses in linguistics as well as translation in university through different courses in linguistics, including courses in syntax and morphology and translation. In some countries, there are some private schools that provide courses in specific languages and in translation as well as in translation tools.

3. Methodology: A Practical Study on the Importance of Training for the Students of Translation
A practical study on translator training was conducted at the Faculty of Language, University of Misurata, with the help of the students of graduate students (MA Degree) in the Department of Translation, Spring 2022/2023. A questionnaire was sent online, through a WhatsApp group, to the students of a course which the researcher teaches; the number was 16, but the number of the participants in this study was only 10, i.e. 62.5% of the whole number in the class. The students were all female.

90% of the students graduated from Misurata University, and only 10% from Al-Merqib University (located in the City of Al-Khums). 20% of the students graduated from the Faculty of Education, 40% graduated from the Faculty of Languages and Translation, 30% graduated from the Faculty of Arts, and only 10% graduated from the Faculty of Arts and Science.

University	No. of students	Percentage
Al-Merqib	1	10
Misurata	9	90

However, they came from different majors; 20% studied English in an educational background, 30% studied translation, and 50% studied English language in a linguistic major. Clearly, the students of translation seem to have a good background in their field with a good amount of training to translate.

Faculty	No. of students	Percentage
Arts (and Science)	4	40
Education	2	20
Languages	4	40

The questionnaire showed that only 30% of the students in the MA group of Translation at the Faculty of Languages majored in translation; however, 70% were in English language.

Major	No. of students	Percentage
English Language	7	70
Translation	3	30

The years of graduation from the university are distributed in the following table. The students who graduated from the Department of Translation studied translation for four years, while their colleagues did it for only one or two years.

Year of Graduation	No. of Students	Percentage
2014/2015	1	10
2016/2017	1	10
2020/2021	4	40
2021/2022	4	40

3.1 Training during Study

3.1.1 Availability of Text-book

Of course, the main components of training are the trainee, the trainer, the tools for training and, of course, the purpose of training. Here, the coursebook represents the tool of training as it is the container of the textual material. Texts are the material needed for training. A textbook/coursebook is very necessary, which means that it must be available. 50% of the participants' students stated that they had a coursebook; the other 50% did not.

	Yes	Percentage	No	Percentage
Availability of Textbook	5	50	5	50

The question is how to teach a course without a course-book being available for students. The titles of the coursebooks in use are:

1. A General Introduction to Translation
2. Fundamentals of translation
3. منهج نظري حول الترجمة (A textbook in Arabic, the title can be translated into English as *A Theoretical Approach to Translation*.

So, there must be a possibility for translation training; the students have to be asked to translate texts either in the class or at home. In the class, the teacher has to let them learn how to translate from the source language to the target language and to tell them the differences between the two languages, either in vocabulary or in grammar and how the whole meaning can be affected. The table shows that training is available at a percentage of 80%, but 20% of the students receive no training.

3.1.2 Training to Translate

Training in the field of translation is to translate different texts that belong to different types in both languages: Arabic and English. These texts represent the material used for training, on the one hand, and a new addition of information and culture to the students. It is necessary to practice translating texts, overcoming challenges with understanding the text, and creating a new text in another language that has the same message as the original. This practice must be under the supervision of the teacher in the classroom. Practice can also be done at home as homework so that the students can check their abilities to translate and present their work to the teacher.

Training to translate	No.	Percentage
Yes	8	80
No	2	20

Below, the table shows that training is taking place in class in only 3 cases of 10, i.e., 37.5%, while 5 out of 8 or 62.5% of training takes place in both class and at home. Training is essential as it prepares the students to practice translation in the future for their own or for other organizations.

Place of Training	No.	Percentage
In class	3	37.5
At home	0	0.0
Both	5	62.5

3.1.3 Using Dictionary for Translation

A dictionary for students of language as well as students of translation is very important. It can be either a desktop, an electronic instrument, an application to be installed on phones, or online. In general, using a dictionary must be taught to the students at an early stage of their school-life. It also widens the language abilities of the students and teaches them that a word can have a variety of meanings, among which he has to choose only one. It also can enrich the treasure of vocabulary. The school teacher of language has to teach his students the skills of using their dictionaries.

Through the responses, it was found that 80% of students use dictionaries in translation.

Use of dictionary	No.	Percentage
Yes	8	80
No	2	20

Recently, a dictionary has taken different forms; it can be in the form of an ordinary book made of paper and can be of one volume or even multiple volumes. It can also be in one language or two languages, viz., monolingual or bilingual. A dictionary may be in an encyclopedic form that is not limited to the meanings of words but also provides some information on a single topic in the form of an article.

It can also be in the form of an electronic machine that a student can have in his hand or his pocket. The third form of the dictionary is the one that can be installed as an electronic application on mobile phones. The fourth is the online dictionary that some websites provide, such as Google, Cambridge Dictionary, Oxford Dictionary, Merriam-Webster Dictionary and others.

The questionnaire showed that only 20% use desktop dictionaries (a paper form dictionary), and 70% of the students use other forms of dictionaries such as electronic dictionaries, off-line dictionary applications, or on-line dictionaries. On the other hand, 10% of the students use no dictionary.

Type of dictionary used by students to look up meanings of words	No.	Percentage
Desktop only	2	20.0
Different types of dictionary	7	70.0
Nothing	0	10.0

3.1.4 Problems of Using Dictionaries
Responding to a question on the problems facing students when using dictionaries, they list the following problems:

1. Getting the exact meaning is not easy, especially that of idioms and collocations.
2. Multiple meanings, which is a problem for the students in selecting the right meaning(s).
3. The students receive no training on using dictionaries.

3.1.5 Regarding Using Some Applications for Translation
Only three students, or 30% of them, state that they tried using the following applications for translation: CATtools, Matecat, DictBox, Reverso Context and Google Translate.

For that, Arabic is either the source language or the target language of the text; therefore, attention should be paid to the main components, e.g. words, i.e. to select the correct and suitable words. Then, paying attention to dictation or the correct spelling of words should be there. The last part is grammar, which considers the correctness of the grammatical structure of sentences. The students' responses are tabulated below.

3.1.6 Taking Care with Arabic Accuracy
It seems that the percentage of caring with the accuracy of language is 70%. The same percentage goes for selecting correct and suitable words in the texts. However, only 50% of attention is paid to dictation in the classes of translation. Only 60% of attention is paid to the grammatical correctness of expressions in translation.

	Paying attention	Choosing the Suitable Meaning of Words	Spelling	Grammar
Yes	70%	70%	50%	60%
No	30%	30%	30%	20%
Not given	0.0%	0.0%	20%	20%

3.1.7 Satisfaction with Training in the Class
Training for the students of translation means having some translation exercises guided by the teacher in the class or having some training. The responses to the questionnaire show that homework is to be done at home and later to be revised by the teacher.

Response	Percentage
Yes	50
Somehow	10
No	40

Responding to the question concerned with the reasons for not being satisfied with the training,

No.	Reason
1	No training at all.
2	Students did not learn how to translate.
3	Training is not enough. The teacher is only concerned with finishing the course.

3.1.8 Motivations to Study Translation
The following tables show some motivations for studying translation.

No.	Motivations
1	To be a translator in future. Translation joins science, knowledge, and creativity.
2	Being interested in translation and the English language.
3	Interested in translation, culture, and knowledge.
4	To be awarded MA degree in translation and to practice translation at home.
5	Being able to lead a business in translation through the Internet.

3.1.9 Miscellaneous
At the end of the questionnaire, a space was allowed to give any additional comments.

No	Comments
1	Translation can be a good practice for writing.
2	There must be practice in commenting on translations.
3	Pay more attention to Arabic.

4. Results
The results obtained through the questionnaire are:

1. Training is not limited only to presenting a theoretical background of theories and approaches of translation.
2. Translating texts belonging to different types is important for students.
3. Using modern technologies and CAT tools for translation covers many applications that must be supplied to language and translation laboratories.
4. The academic program has to include courses relating to lexicology and lexicography so that the students can participate in compiling dictionaries.

5. Conclusions and Recommendations
The study concludes with the following points:

1. The results showed that the academic program for teaching translation has to include courses relating to lexicology and lexicography so that the students can practice compiling dictionaries. It was also confirmed that training is not limited to presenting a theoretical background of theories and approaches of translation, which approves the aims of the study. The main aim of the study is to explore the programs for training students on campus or after graduation, which includes the courses and the different techniques used for translation. Translators also have to be trained to use their references and sources of information and obtain the most possible benefit.
2. Training is a wide concept which is not limited to studying some theoretical courses and training on using different techniques for translating various types of texts. It also covers training on using modern technologies for translation, such as CAT tools and other applications. Students, as well as translators, have to follow up on new technologies in the field

of translation. Training translators on using dictionaries and references are also very significant for them. Translators are also lexicographers, as they have to be able to compile bilingual dictionaries.

3. Besides studying theoretical courses that enable the students to follow how scientists develop their theories in the field of translation, they need to receive training and some practical knowledge, which they need in the field of work. Training covers different fields; amongst them is translation, as it serves to attain practical experience. Following new trends and applications in the field of translation can save time and effort for translators when dealing with texts which are necessary for them to acquire. This can cover different applications that make the process of translation easier. Translators are not limited to translating texts; they can also be lexicographers, and hence, they can compile different types of dictionaries, which are very important for both translators themselves and students.

4. While conducting this study, the researcher saw some limitations that may affect the results. Among these limitations was that the number of participants was not large enough. The other one is that some of them cannot react to electronic emails effectively. A third point is that the translators were not included in the study. For the points mentioned-above, the researcher recommends that any further study can cover them in research.

5. For no work can be a hundred percent achieved perfectly, the research can suggest some topics for further research, such as how to train school students as well as university students on using a dictionary. This can explore any difficulties they may face when using their dictionaries and how they can choose the proper meaning. A second suggestion is to study the problems that may be faced in the process of compiling a dictionary, either monolingual or bilingual. One more suggestion can be a study on the use of the different types of CAT tools for translation and comparing those translations to translations made by the students themselves.

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Training Translator on Campus and After Graduation: A study investigating the process of training among the students of translation in The Libyan Academy.

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