




Yemeni Universities Translation Programs Output and Labor Market Needs: Bridging the Schism


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Abstract

This paper aimed to identify whether or not Yemeni universities translation programs output meet the actual labor market needs, and to what extent the gap can be bridged. The study follows a purely qualitative approach. An empirical evaluation of translation programs in a sample of private and public universities was conducted. This evaluation involved a test administered to 10 BA English holders of Taiz University and UST. Findings revealed a gap between the outcomes of such programs and expectations. Participants were not qualified enough to translate various documents related to the labor market. In order to bridge this gap, some recommendations were put forward to the stakeholders.

Keyword: translation programs, output, labor market needs, Yemeni university

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Introduction

Translation plays a vital role in human cross-border communication, mutual understanding and global interaction. It has been an antique profession practical by people from different areas, even before universities and academic institutions existed. Given globalization and advancements in all walks of life, the demand for translating various documents in various work settings tends to increase on a daily basis. Translation is a demanding business, not just transferring lexis and structures. It is a combination of multiple skills. It requires rigorous practical training to ensure that trainees are equipped with the needed skills to fulfill real-life demands outside the classroom (Mahmoud, 2019).

The translation market is beset with different types of industries that need translators as well as interpreters in all fields. As entailed by globalization, informational revolution and cultural diversity, translators are urgently and frequently needed in industrial sectors such as banks, factories, companies and organizations. Although the descriptions of translation courses vary remarkably, some universities courses descriptions lack Scientific translation course, some of them lack Medical translation course and others lack Commercial and Legal translation courses. The fact that the requirements of translation courses which meet labor markets needs are poorly provided across universities means that translation programs descriptions were not planned to fulfill the market requirements and international standards. Consequently, the performance of students and BA English holders lack the needed translation skills so that they feel dissatisfied with the poor skills they have (Alshargabi & Al-Mekhlafi, 2021).

Hence, universities at home and abroad should consider translation program quality so that there is no gap in the trainees' skills with real labor market needs. This study focuses on identifying the gap between the outcomes of translation programs and labor market requirements in Yemen.

Questions of the Study

The study tries to find answers to the following questions:

1. Is there a real gap between translation programs in Yemeni universities and labor market needs? If so, what is it?
2. To what extent do translation programs in Yemeni universities equip students with the required skills for their future careers?

Review of the literature

The concepts discussed include translation importance, translation in the age of globalization and technology, translation competence, translation programs scenario in Yemen: courses offered, type of training, degree awarded, and translation programs outcomes. The study also reviews some previous studies on the topic under investigation. It is broadly known that translation is a means of spreading and sharing information, knowledge and ideas across nations. According to Munday (2016), translation is the changing of an original written text of a language (SL) into another written text of another language (TL). In fact, translation is more than transferring meanings or messages from one language into another. It is not only a tool for understanding others' cultures or a vehicle for communication, but it has become an essential element in all fields of life worldwide. It has played a crucial, influential role in linking civilizations and building bridges between nations and cultures.

Translation in the Age of Globalization and Technology

Globalization has had a significant impact on the translation sector, as it has on every other industry. While we have profited from reduced costs with the same or better quality manufactured from nations like China in the product sector, a similar trend has been observed in the translation industry. Translators from the industrialized world now have to compete with those from low-cost countries, but it has not spread very far due to language barriers. Globalization has boosted interactions between people and cultures all around the world. The demand for translators and interpreters has increased due to these cross-cultural encounters, which bodes well for the translation industry. As far as translators are concerned, this is a positive influence of globalization (Postan, 2020).

Globalization has increased cross-cultural interactions, which has influenced changes in vocabulary in the languages concerned. It has increased 'word borrowing,' or the adoption of a word in the target language as is or in a slightly localized version of the word. This process, has been going on for a long time and has undoubtedly made translators' lives easier. Though globalization is commonly regarded from a business perspective, other aspects of globalization pertain to the translation industry. Globalization is directly linked to the spread of the English language, while other languages have also benefited. Globalization has given a broader audience to literature written in lesser-known languages. The internet's arrival has shown this process even more force. However, there is still much more to be done, and the translation community stands to benefit greatly. There's a lot to discover and share among writers and readers from all around the world. Translators play a critical part in this process. Since the advent of the internet and the reduction of cross-border trade barriers, small businesses have been pressured to go worldwide. This has boosted the demand for advertising translation in various languages, necessitating the use of expert translators by the advertising business. Many worldwide organizations are forced to use translation agencies, and translation is becoming increasingly crucial to their core business. As the world becomes more globalized, so does the demand for translation services. Compared to other industries, globalization is predicted to have a more significant impact on the translation industry. Overall, whether one likes it or not, globalization is here to stay and is a positive development for the translation community (Postan, 2020).

Translation Competence Concept

The actual definition of translation competence at its core, which constitutes the essential translation criteria, has been the subject of heated debate. According to Pietrzak (2015), determining translation competencies is extremely difficult. It is vital to sketch out the broad strokes needed for laying out goals, objectives, and the speed with which translation is taught. Tan (2008) stated that it was essential to have a precise and correct definition for translation. The concept of competence is crucial since it is the key to finding a suitable answer to the most significant difficulties in teaching translation. Bell (1991) claimed that the concept of translation competence was constrained to linguistic issues and knowledge transmission, portrayed from a strictly practical standpoint. Being a professional translator requires abilities, subject, and technical aspects. As a crucial component, field experience has also been included. As noticed, translation skills are closely related to linguistics skills. It is not enough to know how to translate. Furthermore, cultural competency is a necessary skill (Nord, 1991). A professional bicultural and bilingual translator is required. The best option is confidence in the translator's ability to construct multi-target texts from which they can select the most appropriate one. Thus, the definition of translation competence is still being worked out (Mahmoud, 2019).

Translation Programs Scenario in Yemen

There have been many different types of translation programs offered as part of foreign language degree programs worldwide. Traditionally, these programs were used to ensure language acquisition (Angelelli, 2013; Pym, 2011). Current translation programs range from undergraduate to Ph.D. studies and cover a wide range of specializations, including translation, interpreting, and a combination of the two (Angelelli, 2013). Some European countries have long-term translation training programs that combine bachelor's (BA) and master's (MA) degrees for a total of five years of training, whereas Turkey has four-year BA programs (Pym, 2011). In several Yemeni universities, translation programs are also affiliated to the English departments. The students are offered a four-year bachelor's degree in English language and translation or English Studies – Arts or Education. Moreover, due to the various descriptions of translation courses and the poor type of training, like other universities in the developing countries, Yemeni universities experience a noticeable gap between translation programs and social and international standards (Alshargabi & Al-Mekhlafi, 2021).

The translation program at the UST offers several courses. The descriptions of translation courses vary remarkably. For example, some university course descriptions lack scientific translation courses, some lack medical translation courses and others lack commercial and Legal translation courses. The language level, assessment methods, and material used in training are inconsistent. In other words, the focus is on the theoretical aspect rather than the practical one, and computers' laboratories, internet, and booths are not available. The fact that the requirements of translation courses that meet labor market needs are poorly provided across universities means that translation program descriptions were not planned to fulfill the market requirements and international standards. Consequently, the performance of students and BA English holders lack the needed translation skills, so they feel dissatisfied with their poor skills (Pym, 2011; Alshargabi & Al-Mekhlafi, 2021).

Method

The present section sheds light on the methodology of the study in terms of test material preparation, selection of participants, data collection and analysis. The study follows a purely qualitative comparative descriptive approach.

Participants

For the purpose of the current study, a sample of 10 BA English holders from both the UST and Taiz universities were selected. They include male and female participants. They are either teachers or translators working in various institutions. The participants are aged between 23-33 years old.

Test Material

12 different sentences and texts in Arabic and English were prepared and selected for the purpose of this study. The test material of this study reproduced in the following format:

English ones	Arabic ones
1. L4/L5 disc level revealed mild diffuse disc bulge just indenting ventral aspect of thecal sac spare on exciting nerve roots and neural foramina not causing spinal canal stenosis.	1. يحرم الطالب من المقرر الذي تجاوز غيابه عن المحاضرات 50% حفاظاً على استمرار العملية التعليمية. 2. لا يسمح للموظفين مضغ القات خلال ساعات العمل، ولا يسمح تحت أي ظرف من الظروف استخدام الأعيرة النارية أو

<p>2. This is to certify that Mr./Mrs./Miss..... S/o, D/o, W/o..... Permanent resident of Village..... Post Office..... District.....</p> <p>3. Moon Cube Mystery: Chinese Rover Finds It's just a Small Rock.</p> <p>4. We would also like you to send us the catalogues and price-lists or any other information, to enable us to make suitable selections.</p> <p>5. Here is the answer to this problem. Please go through the enclosed brochure and you will find rooms coolers of different capacities, and what is more we give a guarantee of five years against all manufacturing defects.</p> <p>6. (Reuters) Shots were heard on Sunday as police broke up a protest in the Southeastern town of Myawaddy against Myanmar's junta, which was demanding the release of Aung San Suu Kyi after last week's coup, live video published on Facebook showed.</p>	<p>الأسلحة في مركبات أو مباني المنشأة.</p> <p>3. الأنشطة والمسؤوليات المذكورة ليست شاملة، وقد يعين للموظفين مسؤوليات أو مهام إضافية حسب ما يطلبه مديرهم المباشر.</p> <p>4. لم يبقى للطرف الثاني أي حق أو طلب وقد شاهد المشتري ما اشتراه على الطبيعة وقبل به وأنقل المباع إلى ملكه يتصرف فيه كيف يشاء كما استلم الطرف الثاني المستندات المثبتة لتملك المباع ونسخة الأساس للعقد وقد أكد الطرف الأول بأن المباع خالي مما قد يسبب عرقلة استفاضة الطرف الثاني منه وفيما لو تبين خلاف ذلك يلزم بإعادة القيمة كاملة وتحمل دلالة المكتب.</p> <p>5. لاحظنا بكل أسف بأن رديكم على رسالتنا استغرق وقتاً طويلاً، وكما تعلمون فإن هذا التأخير سيضر بالتزاماتنا التجارية في السوق المحلية ويؤثر على علاقة العمل الثنائية معكم، وختاماً فإننا نتوقع أن نستلم منكم جواباً مقنعاً بأسرع وقت ممكن.</p> <p>6. "رويترز" تتعرض للاختراق وتنتشر أخباراً كاذبة عن سوريا.</p>
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Data Collection and Analysis

The test material was administered to the participants to test their competence. Instructions were made clear beforehand. All obtained data were collected at the end of every session. Data is compiled and analyzed qualitatively. The study corpus and reference translation are presented below in Tables 1 and 2.

Table 1. Source Language test (English) and its reference translation (Arabic)

NO	Source Language	Reference Translation
1.	L4/L5 disc level revealed mild diffuse disc bulge just indenting ventral aspect of thecal sac spare on exciting nerve roots and neural foramina not causing spinal canal stenosis.	اظهرت الفقرة الرابعة والخامسة انزلاق غضروفي طفيف محدثاً فجوة في باتجاه البطن في الكيس القرابي على جذور الأعصاب والفتحات العصبية غير مسبباً تضيق لقناة الشوكية.
2.	This is to certify that Mr./Mrs./Miss..... S/o, D/o, W/o..... Permanent resident of Village..... Post Office..... District.....	نشهد بأن الأخ/الأخت..... بن/بنت..... المقيم في..... مكتب بريد..... مديرية.....
3.	Moon Cube Mystery: Chinese Rover Finds It's just a Small Rock.	لغز مكعب القمر: المركبة الصينية الفضائية تكتشف أنه مجرد صخرة صغيرة.
4.	We would also like you to send us the catalogues and price-lists or any other information, to enable us to make suitable selections.	نرجو شاكرين التكرم بإرسال الكتالوجات وقائمة الأسعار وأي معلومات أخرى لكي يتسنى لنا اختيار المناسب من الأصناف.
5.	Here is the answer to this problem. Please go through the enclosed brochure and you will find rooms coolers of different capacities, and what is more we give a guarantee of five years against all manufacturing defects.	وإليك حل هذه المشكلة، تكرموا بالاطلاع على الكتيب المرفق طي هذا وستجدون فيه مبردات الغرف ذات السعات المختلفة، وعلاوة على ذلك نمنح ضمان لمدة خمس سنوات لكل عيوب التصنيع.
	(Reuters) Shots were heard on Sunday as	

6.	police broke up a protest in the Southeastern town of Myawaddy against Myanmar's junta, which was demanding the release of Aung San Suu Kyi after last week's coup, live video published on Facebook showed.	(رويتز) أظهرت مقاطع مباشرة لفيديو نشر على الفيس بوك سماع إطلاق أعيرة نارية يوم الأحد بالتزامن مع كبح الشرطة للمحتجين المناهضين للمجلس السياسي في ميانمار جنوب شرق مدينة ميديواي، والذين يطالبون بالإفراج عن أونغ سان سو كي في أعقاب الأسبوع الماضي.
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What follows is a tabulation of SL text (Arabic) and its reference translation (English):

Table 2. Source test versions and reference translation (Arabic)

No.	Source Language	Reference Translation
1.	يحرم الطالب من المقرر الذي تجاوز غيابه عن المحاضرات 50% حفاظاً على استمرار العملية التعليمية.	Students exceeding 50% of class attendance are not allowed to set in for the course exam.
2.	لا يسمح للموظفين مضغ القات خلال ساعات العمل، ولا يسمح تحت أي ظرف من الظروف استخدام الأعيرة النارية أو الأسلحة في مركبات أو مباني المنشأة.	Staff are not allowed to chew QAT during working hours. Under no circumstances are firearms/weapons allowed in the institution's vehicles or premises.
3.	الأنشطة والمسؤوليات المذكورة ليست شاملة، وقد يعين للموظفين مسؤوليات أو مهام إضافية حسب ما يطلبه مديرهم المباشر 2.	The mentioned activities and responsibilities are not exhaustive, and staff may be assigned additional responsibilities or tasks as required by their line manager.
4.	لم يبقى للطرف الثاني أي حق أو طلب وقد شاهد المشتري ما اشتراه على الطبيعة وقبل به وأنتقل المبيع إلى ملكه يتصرف فيه كيف يشاء كما استلم الطرف الثاني المستندات المثبتة لتملك البائع ونسخة الأساس للعقد وقد أكد الطرف الأول بأن المبيع خالي مما قد يسبب عرقلة استفادة الطرف الثاني منه وفيما لو تبين خلاف ذلك يلزم بإعادة القيمة كاملة وتحمل دلالة المكتب.	The first party(seller) shall not have any right to demand/claim from the second party (purchaser). The second party has inspected the property and accepted it as it is. Ownership invested to the second party upon signing and reception of original title transfer document and a copy of it. The first party confirmed that the sold property is clear of mortgages, debts and any payable dues from others and in case of occurrence of anything contrary what has been stated in this contract, the first party shall be legally bound to return the total received price and pay
5.	لاحظنا بكل أسف بأن ردكم على رسالتنا استغرق وقتاً طويلاً، وكما تعلمون فإن هذا التأخير سيضر بالتزاماتنا التجارية في السوق المحلية ويؤثر على علاقة العمل الثنائية معكم.	We regret to note that your response to our letter took longer than usual. As you may be aware, this might negatively impact our commercial obligations in the local ma and mutual business associations with you.
6.	"رويترز" تتعرض للاختراق وتنشر أخباراً كاذبة عن سوريا.	"Reuters" Hacked, Reports Fake News on Syria.

Subject-Wise Analysis Of Data: Discussion

The following section presents the important results of the data analysis. The analyses are examined and compared to reference translation. Problems are identified and discussed at the lexical and structural levels in the manner discussed below. Subject 1 analysis and

discussion are tabulated while the rest of the participants' translation is only discussed, owing to space constraints. Their translation is kept in the appendix.

S1:

Table 3. Translation from English

S NO	Lexical Problems	Structural Problems
S1	Bulge= انتفاخ Disc= قرص Thecal sac= الكيس القشري Certify= تأكيد Chinese Rover= روفر الصيني Answer= جواب What is more= وما هو أكثر Against= ضد Shots= طلقات	Disc level revealed= يظهر مستوى القرص This is to certify= هذا للتأكيد أن Chinese Rover finds= اكتشف روفر الصيني Here is the answer to this problem= هذا هو الجواب لحل هذه المشكلة Shots were heard= سُمع طلقات نارية

As observed in Table 3 above, the following lexical problems were noted. S1 provided wrong translation for the following words: (bulge= انتفاخ /disc= قرص/thechal sac= الكيس القشري/certify= تأكيد/Chinese Rover= روفر الصيني/answer= جواب/what is more= وما هو أكثر /against= ضد/shots= طلقات).

The following structural issues were noted in Table 3.

1. S1 used the present simple tense instead of using the original sentence tense, which is the past simple (translating the verb revealed into يكتشف).
2. S1 used nominal sentence in Arabic, not verbal one which is not common in Arabic (translating This is to certify into هذا للتأكيد أن).
3. S1 used passive voice in Arabic, not active one which is also not common in Arabic (translating were heard into سُمع).
4. S1 used verbal sentence in translating news headlines instead of the nominal one, which is not common in translating news headlines (translating Chinese Rover Finds.. into اكتشف الصيني روفر).

T Table 4. Translation from Arabic

S NO	Lexical Problems	Structural Problems
S1	Be dimissed = يُحرم Banned = لا يسمح Guns = الأعبرة النارية والأسلحة Can't = لا يسمح Tasks = أنشطة The boss = مدير مباشر Moved to = انتقل (المبايع إلى ملكه) Object = مبايع Office = مُكْتَب Sorryfully = بكل أسف Our message = رسالتنا Compromised = اخترق Broleen = تنشر (أخباراً)	Guns can't carried = لا يسمح استخدام الأعبرة النارية The tasks and responsibilities mentioned = الأنشطة والمسؤوليات المذكورة Reuters has been comprised = رويترز تتعرض للاختراق

Table 4 above showed the following lexical problems. S1 translated the following words wrongly: (be dimissed= يُحرم /banned = لا يسمح / tasks = أنشطة/can't = لا يسمح / the boss = مدير مباشر/moved to = انتقلت /object = مبايع /office = مُكْتَب /sorryfully = بكل أسف /our message = رسالتنا /compromised = اخترق /broleen = تنشر).

In Table 4.4 the following structural issues are clear:

1. S1 used passive voice incorrectly (translating لا يسمح استخدام الأعيرة النارية into Guns can't carried).
2. S1 kept the same Arabic word order in English, which is not acceptable (translating الأنشطة والمسؤوليات المذكورة into Tasks and responsibilities mentioned).
3. S1 translated the news headline into English using a usual sentence without omitting the helping verbs, which is not common in translating news headlines (translation رويترز تتعرض للاختراق into Reuters has been comprised).

S2:

Lexically, S2 translated the following English words incorrectly (disc level = مستوى تثبيت /make= تقديم /Chinese Rover= ريفر الصيني /finds= بناءً على /mild= معتدل /bulge= انتفاخ /الفقرات /enclosed= مغلف /capacities= قدرات). Moreover, S2 translated the following Arabic word wrongly (message = رسالة).

Structurally, there was a problem in the order of the news item when translating into Arabic. The reporting verb "Live video published on face book showed" was kept until the end, which is common in English, not in Arabic. Furthermore, S2 used a usual sentence without omitting the helping verbs, which is not common in translating news headlines. For example, S2 translated the news headline رويترز تتعرض للاختراق into English as Reuters is exposed to penetration.

S3:

S3 had a lexical problem when providing wrong translation for the following English words (disc level= مستوى الغضروف /S/O, W/O, D/O= S/O, W/O, D/O /Chinese Rover= /answer= جواب) and also for the following Arabic word (the sold person = المباع).

S3 had a structural issue in using passive voice in Arabic instead of active one, which is common in English, not in Arabic (when translating were heard into سُمع). Another issue is that, S3 translated news headline into Arabic using verbal sentence instead of nominal one, which is not common in translating news headlines. For example, Chinese Rover Finds was translated into اكتشف الصيني روفر. Further, S3 kept the same word order of English when translating into Arabic and vice versa. For instance, S3 translated rooms' coolers into غرف تبريد and المسؤوليات المذكورة into Tasks and responsibilities mentioned.

S4:

There was a lexical problem that S4 provided wrong translation for the following words (disc level= مستوى تثبيت الفقرات /bulge= انتفاخ /mild= معتدلة /ventral aspect= بادئة جذرية /thecal sac= رية /mystery= غامض /finds= بناءً على /Chinese Rover= الصينيون /make= تقديم).

S4 faced a structural problem in the order of the news item when translating into Arabic. The reporting verb "Live video published on face book showed" was kept until the end, which is common in English, not in Arabic. Not only that, but

S4 used a usual sentence with wrong tenses and wrong grammar and without omitting the helping verbs and capitalization, which is not common in translating news headlines. S4 translated the news headline رويترز تتعرض للاختراق into English as Reuters is being hacked.

S5:

Lexically, S5 provided incorrect translations for the following English words (moon= وكالة عن /cube= كيوب /mystery= ميستري /make= إجراء /answer= جواب) and for the following Arabic word (the sold thing = المباع).

Structurally, there was the problem of nominalization: that S5 used nominal sentence in Arabic, which is common in English, not in Arabic translating This is to certify into هذا لتأكيد أن. The problem of using passive voice in Arabic instead of active one was also noted that S5 translated were heard into سُمع. Another issue was that S5 translated the news headline رويترز تتعرض للاختراق into English as Reuters has been hacked. To clarify, S5 used a usual sentence without capitalization or omitting the helping verbs, which is not common in translating news headlines. Additionally, S5 changed the tense when translating the verb تنتشر from Arabic into English Released, which is not acceptable.

S6:

S6 translated the following English words incorrectly (disc= القرص /bulge= انتفاخ /Chinese Rover= روفر /الصيني روفر /answer= جواب /brochure= الملف), and provided the wrong translation for this Arabic word (the sold person = المباع).

In structure, S6 had a problem in the order of the news item when translating into Arabic. The reporting verb "Live video published on face book showed" was kept until the end, which is common in English, not in Arabic. S6 had the problem of nominalization that S6 used nominal sentences in Arabic when translating This is to certify into هذا لتأكيد أن. S6 used passive voice in Arabic instead of active one when translating were heard into سُمع. In addition, S6 translated the news headline رويترز تتعرض للاختراق into English as Reuters is being hacked as a usual sentence without capitalization or omitting the helping verbs.

S7:

Lexically, S7 provided the wrong translation for the following English words (bulge= انتفاخ /mild= معتدل /Chinese Rover= روفر /الصيني روفر /rooms cooler= أماكن باردة) and for the following Arabic word (Wares = المباع).

In structure, there were some problems as follows: First, the reporting verb "Live video published on face book showed" was kept until the end, which is common in English, not in Arabic. Second, S7 changed the tense that the verb revealed was translated into يكتشف. Third, S7 translated the news headline into Arabic as a verbal sentence instead of a nominal one, which is not common in translating news headlines. For example, Chinese Rover Finds was translated into اكتشف الصيني روفر. Finally, S7 translated the news headline رويترز تتعرض للاختراق into Reuters have been penetrated, without omitting the helping verbs and capitalization.

S8:

Lexically, S8 translated the following words wrongly (bulge= انتفاخ /thecal sac= الكيس الحجابي /Chinese Rover= الرحالة الصيني).

Structurally, S8 kept the reporting verb "Live video published on face book showed" until the end, which is common in English, not in Arabic. S8 used the passive voice in Arabic instead of active one when translating were heard into سُمع. S8 translated the news headline into Arabic as a verbal sentence, such as, Chinese Rover Finds was translated into اكتشف الصيني روفر. At last, S8 translated the news headline رويترز تتعرض للاختراق into Reuters is being hacked, without omitting the helping verbs and capitalization.

S9:

S9 provided wrong translations for the following English words (disc= قرص /bulge= انتفاخ /Chinese Rover= روفر الصيني /make= اتخاذ /answer= جواب, go through= المرور /capacities= قدرات /live video= فيديو حي) and for the following Arabic words (the first party= المباع /functions= مسؤوليات).

Three structural issues were identified: The first problem was that the reporting verb “Live video published on face book showed” was kept until the end. The second one was that, translating the news headline into Arabic as a verbal sentence. For example, Chinese Rover Finds was translated into اكتشف الصيني روفر. The third one was that, translating the news headline روپترز تتعرض للاختراق into Reuters is being hacked, without omitting the helping verbs and capitalization.

S10:

The following terms were translated incorrectly by S10 (disc= قرص /bulge= انتفاخ /Chinese Rover= المتجول الصيني).

A number of structural problems were noted: The order of the news item when translating into Arabic. S10 kept the reporting verb “Live video published on face book showed” until the end. S10 translated the news headline into Arabic as a verbal sentence, such as Chinese Rover Finds was translated into اكتشف الصيني روفر. S10 translated the news headline روپترز تتعرض للاختراق into Reuters is being hacked, without capitalization or omitting the helping verbs

The foregoing discussion gives some important findings for the present study as follows:

1. The majority of participants had lexical problems when translating from English into Arabic.
2. Most of the participants faced difficulty in translating legal terms from Arabic into English.
3. Participants had a major challenge in translating news headlines from English into Arabic and vice versa.
4. When translating into Arabic, nominalization and passive voice were commonly used.
5. Participants lack the necessary skills to deal with a various phrases, sentences and texts in both Arabic and English.
6. Participants exhibited poor performance due to insufficient training.
7. There is a remarkable gap between translation program outcomes and labor market requirements.

The following recommendations are made based on the findings:

1. Medical, commercial, news, legal, and other translation courses should be taught to English language and translation students.
2. Translators should be trained to develop their different translation skills.
3. Translation programs should be reformed and updated to meet labor market requirements.
4. Translators should be trained in various areas of labor market.
5. An admission test should be taken by all interested in studying Translation.

Conclusion

This paper mainly concentrated on identifying the gap between translation program outcomes and labor market requirements among 10 BA English holders of UST and Taiz university. The participants were given 12 Arabic and English sentences and texts. The analysis of their translation revealed that they face lexical and structural problems. The analysis results show a mismatch between Yemeni translation programs and labor market requirements. Hence, there is a gap between translation program outcomes and labor market requirements in Yemen. Researchers have a lot of ground to cover in the realm of translations. Hence, there are numerous topics that have yet to be researched.

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