Bridging the gap between academic translation programs and industry demands: Stakeholders' perspectives on future directions

Nisar Ahmad Koka¹, Suad Mohammad Saeed Alqahtani¹, Javed Ahmad1, Nusrat Jan², & Mohamad Ahmad Saleem Khasawneh³
¹Department of English, College of Languages and Translation, King Khalid University, Abha, Kingdom of Saudi Arabia
²Research Scholar, Department of Linguistics, University of Kashmir, Hazratbal Srinagar, Jammu & Kashmir India
³Assistant Professor, Special EducTaonation Department, King Khalid University, Saudi Arabia, mkhasawneh@kku.edu.sa.
https://orcid.org/0000-0002-1390-3765

Abstract
Recent trends in the translation industry have paved way for the academic translation programs to embrace more sophisticated approaches to train translators. This shift in pedagogical approach is to prepare and equip translation students to develop and enhance their translation competencies to suit the current market demands in the industry. However, this research aims to explore the perspectives of relevant stakeholders in the translation industry on the potential areas for enhancement and future directions that can improve the consistency between academic translation training and industry demands. Regarding the objectives of this research, the total number of ninety-seven (97) individuals who participated in this research were administered a survey form, wherein they shared their opinions. Through the use of quantitative method, the research highlighted relevant insights from the participants' responses including, academic curriculum relevance, industry cooperation, soft skill development, and continuous professional development (CPD). The results stress the need to expose translation trainees to current translation technologies during training, encouraging collaboration with translation companies, and putting an emphasis on the development of crucial soft skills. Above all, the research emphasized the adoption of a more learner-centered pedagogical approach in academic translation programs. With this approach, translation students are better equipped with the necessary competence to meet the needs of the dynamic translation market.

Keywords: translation programs, translation market, translation competence, learner-centered pemedagogy, translation industry, stakeholders

Introduction

As the world has become more linked via globalization, the need for accurate translation services has skyrocketed. Companies nowadays are increasingly crossing international boundaries, and individuals are seeking out social interactions with people from a wide range of languages and cultural backgrounds. The expansion of international trade is a key factor in the rising need for language translation services. Companies in today's cutthroat economy are always on the lookout for ways to expand their consumer base and enter new areas. To succeed in international markets, businesses must tailor their wares and methods of promotion to local customs and language norms. In other words, accurate translation is essential for successfully marketing a company's products and services in a foreign market.

To stay informed about the current state of employment opportunities in the translation industry, there has been a development of educational programs specifically designed to train individuals in the field of academic translation. The objective of these programs is to equip translators with the necessary language skills, translation strategies and cultural understanding they need to become successful translators. Several publications (Kelly 2010; Kearms 2006; Pym 2011, among others) have examined several factors that determine effective translation training. However, the majority of the suggestions made by these scholarly works centered their attention on some factors such as curriculum redesign, integration of technology, continuous professional development and practical experience.

Regarding curriculum redesign, Kearms (2006) advocated for the development of a curriculum that is tailored to meet societal and economic demands. While incorporating useful technology like Machine Translation (MT) and Computer Assisted Translation (CAT) tools in the translation training can help to improve translator efficiency and output. Engaging translators in continuous professional development will further prepare them to enter the workforce and deliver top-notch translation services, Hao & Pym (2021).

Meanwhile, the competitive professional translation industry necessitates that those who want to work in the field be well-versed in the text's subject matter, skilled in the use of several computerized translation tools, and adaptable in their approach to translation. As such, the educational institutions responsible for training individuals for professional development in translation, are charged with the responsibility of identifying these requirements and instilling them in their various translation programs.

Research Questions

a). How have academic translation programs responded to the current demands in the translation industry?

b). What are the potential areas for enhancement and future directions that can improve the consistency between academic translation training and industry demands?

Literature Review

The literature review holds significant importance in this study, as it thoroughly examines the preexisting corpus of knowledge about academic translation training and the current demands in the translation industry. By synthesizing and analyzing the existing literature, this section aims to gain a comprehensive understanding of the challenges, trends, and potential strategies in aligning academic translation programs with the dynamic needs of the translation industry. The literature review will serve as a foundation for informing the research methodology and shaping the discussion and conclusions of this study.

Insights into Academic Translation Programs

Over the last decade, there has been a surge of interest in the field of translation studies, especially in the field of training translators. Early, translators were subjected to an unstructured form of education, relying on methods such as trial and error, random instructional methods, and translation exercises mostly aimed at foreign language acquisition (Caminade and Pym 1998). However, there has been a certain degree of transformation in this regard. In recent times, the training provided to translators has evolved to encompass not only linguistic proficiency but also theories of translation and procedures.

According to Gumus (2013), translator training encompasses a comprehensive four-year course of study at the undergraduate stage, typically offered by esteemed state or foundation universities. A similar definition by Alenezi (2016), viewed translation programs as academic initiatives provided by universities, encompassing a comprehensive curriculum spanning for four years. Meanwhile, these programs are structured in a way that upon successful completion, trainees are awarded an undergraduate degree, acknowledging their proficiency in translation. One of the major reasons for the establishment of translation training programs is to furnish individuals with the requisite aptitudes and knowledge required for them to pursue a career as professional translators. This major concern in the translation program highlights the importance of the training design. Altuhaini (2016) states that the quality of the translation competence of trainees is dependent on the training design or approach. The author goes further to highlight two prominent training approaches, which are teacher-centered and learner-centered.

With regards to the teacher-centered approach, Pylypchuks (2020) noted that the instructor plays a pivotal role in a teacher-centered approach to translation training. However, the teacher imparts knowledge in the form of lectures, supplies material, and directs pupils through exercises and examinations. In order words, the instructor is the primary source of instruction, and students follow a predetermined course of study. This method guarantees that students will have access to knowledgeable instructors, but it may restrict students' ability to make decisions and take an active role in their education. In contrast, Esfandiari (2015) viewed the learner-centered approach as training that focuses more on the learners. They take an active role in their education by planning their studies, working with others, and doing real-world projects. The teacher acts as a facilitator of learning rather than a mere material provider, fostering instead analytical thinking, teamwork, and self-directed inquiry. Problem-solving and flexibility, two abilities crucial to a successful translating career, are homed in this method. Another approach which has occupied the academic translation program is that of the professional training approach; proposed by Olvera-Lobo et al. (2005). However, this approach prioritizes training individuals with practical skills that are directly applicable to translation tasks encountered in real-world scenarios. According to Abu-ghararah (2017), these tasks encompass the responsibilities undertaken by professionals in the fields of information science, terminology, and revision. This methodology equips individuals with the necessary skills and knowledge to effectively navigate the complexities and requirements of professional translation work, encompassing aspects such as client interaction, project coordination, and specialized industry proficiency. However, significant progress has been made in the development of this approach, with numerous refinements being made, particularly about social constructivism (Robinson, Olvera Lobo, & Gutiérrez-Artacho, 2016).

Current Trends and Market Demands in the Translation Industry

The translation industry has continued to experience change due to the constant and dynamic demand for successful cross-language communication. For instance, in this current era of globalization, successful cross-language communication seems to pose a challenge to some companies as they increasingly cross

international boundaries seeking out social interactions with people from a wide range of language and cultural backgrounds. In response to this demand, the translation industry has evolved from a centralized market to a more decentralized one.

Meanwhile, Romainem & Richardson (2009) maintained that the translation industry encompasses not just the delivery of translation services, but also the investigation, advancement, instruction, technology, and comprehensive framework that sustains language translation. On the other hand, Alenezi (2016) viewed the translation industry as encompassing both formal education and professional preparation of translators, extending to scholarly investigations into the principles and application of translation, as well as the advancement of translation technology. While differentiating the translation industry from the translation market, Olvera-Lobo et al. (2005), noted that the translation market serves as the platform for the exchange of translation services, whereas the translation industry encompasses a broader scope, covering all activities, services, and infrastructure associated with language translation. This includes not only the direct transactions within the translation market but also the various supporting activities that contributes to the overall functioning of this market.

One of the notable trends in the translation industry is the integration of technology. With the way technological tools are made available in the translation industry, translation works are now made easy for both professionals and newbies in the field. According to Patience (2016), technological translation tools help translators to engage in distant work and enhance their collaborative efforts in real time. In other words, they enable translators to communicate with their coworkers all around the globe, which facilitates global company expansion. While reviewing the positive impacts of technology integration in the translation sector, Killman (2018) maintained that this integration has led to the introduction of new concepts such as translation memory (TM), Computer-assisted Technology (CAT), Machine translation (MT), and localization among others.

As technology has continued to provide solutions to some of the challenges in the translation industry, it is, therefore, relevant for the academic institution responsible for training translators to look into the market demands of the translation industry. In regard to the market demands, Fišer (2008) observed that the translational workflow in Slovenia has practically changed due to technology. However, the scholarly work further asserts that prominent entities within the industry in Slovenia have acknowledged the necessity and benefits of incorporating Computer-assisted translation (CAT) tools into their operational processes. In India, Gogoi (2013) identified machine translation, publication, and localization as the most notable demands in the Indian translation industry. While Machine Translation (MT) assumes a greater role in the industry because of the heterogeneous nature of the Indian language, multinational companies in other countries like Chinese mobile phone makers have consistently engaged in the localization of their products in the Indian language to attract more users (Gogoi, 2013).

The market demands of the translation industry can be said to be varied across countries. While the market of some countries such as China focuses more on technological interpretation, conference interpretation, court interpretation, commerce interpretation, liaison-escort interpretation, and documents interpretation. (Yang, 2016), others such as Japan have a strong focus on specialist translation services. This is evident in the study conducted by Sakamoto et al. (2019). The scholarly work examined the difficulties encountered within the Japanese translation sector because of the growing intricacy of several sectors such as automotive, electronics, and entertainment. The research also examines the need for audiovisual translation in response to the increasing prevalence of foreign media and streaming platforms in Japan. Ukrainian translation companies, mainly focus on translators who possess the ability to utilize Computer-Assisted Translation (CAT) tools and also have practical experience in the field, a high level of proficiency in both the source and target languages and possess

higher education in philology and/or specialized knowledge in a field related to translation or philology. Additionally, the translation industry's market demands are thus, influenced by the specific conditions (government policies, cultural and entertainment industries, economy, industry specialization, and linguistic diversity, among others) and the necessities of each nation. Therefore, translators must often demonstrate versatility, adaptability, and sensitivity to the needs of their target customers.

Aligning Academic Translation Program with Industry Demands

Due to the dynamic nature of the translation industry, it is therefore vital for academic translation programs to consistently devise several means to respond to the industry demands. According to Abughararah (2017), one way the academic sector can respond to these demands is to first get acquitted to current trends in the translation industry, and also identify the industry's needs. As already reviewed in the previous section, technology is a prominent trend in the translation sector. Its impact has yielded positive evolution in the translation field. Alenezi (2016) noted that technology integration helps to equip the trainees to acquire relevant skills in various technological translation tools. Bolaños-García-Escribano et al. (2021) also observed that connecting classroom instruction with professional practice is essential. This discovery highlights the increasing acknowledgement within the translation business that comprehensive education should go beyond academic understanding and include actual implementation and industry pertinence.

Several scholars in the field of translation have emphasized the need to take int account the translation market when designing curricula for translator training (Esfandiari, 2015; Gabr, 2007; Li, 2007; Pym, 2003; Ulrych, 1996; Vienne, 1994), but opinions vary on how and to what extent the two should become more closely aligned (Li, 2007). However, for Pym (2003), comprehensive inclusion of theory and practically based curricula can be used to achieve a harmonious equilibrium between academic knowledge and translation industry demands. Calvo (2011) proposed the inclusion of a translation competence model in designing the curricula. The scholarly work further claimed that curriculum design is the most effective approach involved in aligning curriculum goals with a certain expert knowledge model, which then informs the selection of curricular material items.

Another method introduced by Olvera-Lobo et al. (2005) is a professional approach to translator training. This method encompasses real-life and practical tasks that are aimed at evaluating students' progress, and also improving their translation competencies. Al-Batineh & Bilali (2017) identified the relevance of industry collaboration. The process entails the establishment of partnerships and meaningful linkages between educational institutions that provide translation programs and diverse stakeholders within the translation and localization industry. This collaborative effort serves to narrow the divide between theoretical academic instruction and the practical demands of the business, guaranteeing that graduates are adequately equipped to embark on prosperous professional journeys within the area.

On the other hand, Alenezi (2016) highlighted the importance of continuous professional development (CPD). This entails a continuous and dynamic endeavor that encompasses the acquisition of knowledge, enhancement of skills, and adjustment to emerging advancements. Its primary objective is to foster the growth and efficacy of individuals in their respective professional domains. However, translators can be encouraged to engage in CPD by participating in various workshops and seminars, attending webinars, and online courses, among others.

Gap in the Literature

In the ongoing discussion over the synchronization of academic translation programs with the requirements of the industry, there is a notable deficiency in adequately recording and thoroughly examining the viewpoints of pertinent stakeholders in the translation industry. The requirements and expectations of many stakeholders, such as translation experts, employers, language service providers, and customers, significantly influence the demands of the industry. These stakeholders bring unique perspectives on the dynamic nature of translation demands, future technological advancements, and the competencies that graduates must possess to achieve success. Hence, this research aimed to explore the perspectives and experiences of these stakeholders. The findings will enable academic institutions to customize their programs to cultivate graduates who possess not only strong language abilities but also possess practical insights and industry-specific knowledge that are highly valued by the industry.

Research Methodology

Study Approach

A quantitative research approach was adopted in this research. This method employs a dedicated method in collating, organizing, and analyzing large data from the research participants. Consequently, the research data which were drawn from the responses of the ninety-seven research participants was presented using a descriptive statistics table and was critically analyzed.

Study Sample

The sample size of the study consists of 30 translation undergraduate, 32 translator educators and 35 industry professionals. Additionally, the research participants who were also randomly selected were tasked with completing the research questionnaire via the Internet and digital forums. However, the objective was to gather diverse perspectives on how to bridge the gap that exists between academic translation programs and translation industry demands. Furthermore, there was a disparity regarding the participants' demographic information. The table below presents a concise overview of the participants' demographic information.

Table 1: Demographic Variables

Category	Variable	Frequency	Percentage
Gender	Female	43	44.33%
	Male	54	55.67%
Age	18-28years	27	27.84%
	29-39years	30	30.93%
	40-50years	25	25.77%
	51 above	15	15.46%
Educational Qualification	Bachelor's Degree	28	28.87%
	Masters' Degree	35	36.08%
	PhD	34	35.05%

Years of Experience	Less than 5years	25	25.77%
	5-10years	18	18.56%
	11-16years	22	22.68%
	More than 16years	32	32.99%

The above table is summarized as:

i). Among the 97 research participants, 54 are males while the remaining 43 are females.

ii). The age of the research participants ranges from 18 years and above. And those who are between the age range of 29-39 years are higher in number.

ii). While bachelor's degree holders are lesser in number, the remaining participants who are higher in number are master's degree and Ph.D. degree holders respectively.

iv). In terms of participants' years of experience, those with more than 16 years of experience are greater in number, while those within the range of 5-10 years are lesser in number.

Study Tools

Through the use of a Likert-scale-based questionnaire, which was distributed to the research participants, relevant data for the research were collated. The distributed questionnaire comprises two important parts. The first part deals with the already discussed demographic information of research participants. The subsequent part consists of the two major research questions. The research participants were able to share their viewpoints regarding the survey items that are contained in each of the research questions.

Method of Data Analysis

As stated before, the research data which was collated through the use of the Likert scale survey were presented and analyzed with the use of descriptive statistics method. Furthermore, using the said method, the frequency and percentage of each survey item were computed to ascertain the distribution of opinions of the participants. Additionally, the major central tendencies such as mean and standard deviation were computed to assess the degree of concurrence or disparity that existed among the research participants.

Research Presentation and Analysis

The current segment provides a concise summary of the research data. This segment is further divided into two regarding the two research questions. However, the data presented encompasses both graphical and numerical representations of the participants' responses.

A). How have academic translation programs responded to the current demands in the translation industry?

The survey items for the above research question include.

i). Are technology, localization, and specialized domain expertise among the current demands in translation?

ii). Do academic translation programs often align their curriculum with the industry demands?

iii). Based on your experience, do academic translation programs collaborate with translation agencies or companies for joint projects?

iv). Are translation trainees exposed to current translation technologies during their training?

v). Do the factors such as inadequate resources, attitude, fragmented education, and inconsistent industry

trends, hinder the effective alignment of translation programs with the demands of the industry?

vi). Do academic translation programs equip students for the evolving landscape of remote work and virtual collaboration in the industry?

Table 2. Response of Academic Translation Program to the Current Demands of the Industry

Question Variables	SA	A	Neutral	SD	D	Mean	S.D
Q1	12.37%	42.27%	22.68%	7.22%	15.46%	3.69	1.11
Q2	30.93%	25.77%	8.25%	20.62%	14.43%	3.48	1.08
Q3	10.31%	20.62%	24.74%	18.56%	25.77%	3.14	1.03
Q4	12.37%	25.77%	20.62%	30.93%	10.31%	3.31	1.15
Q5	28.87%	30. 93%	12.37%	15.46%	12.37%	2.90	1.20
Q6	14.43%	25.77%	28.87%	18.56%	12.37%	3.36	1.14

SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree, S.D = Standard Deviation

The above table is interpreted and summarized as:

i). In the first survey item, about 50% of the participants affirmed that technology, localization, and specialized domain expertise are among the current demands in translation. This is equally evident in the mean score (3.69) which suggests a high agreement among the respondents.

ii). The responses in the second survey item show a high agreement among the participants that academic translation programs often align their curriculum with the industry demands.

iii). The number of participants who agreed regarding the third survey item is lesser than those who did not agree. While 30.73% agreed that academic translation programs collaborate with translation agencies or companies for joint projects based on their experience, about 44.33% refuted this claim.

iv). Based on the responses in the fourth survey item, 38.14% of the participants agreed that translation trainees are exposed to current translation technologies during their training, 20.62% were neutral, while more than 40% of the participants rejected this claim. However, the mean score which is 3.31 suggests moderate responses among the participants.

v). The fifth survey item elaborated on some factors that hinder the effective alignment of translation programs with the demands of the industry. More than 50% of the participants affirmed that inadequate resources, attitude, fragmented education, and inconsistent industry trends are among the factors, while 27.83% refuted this claim.

vi). The responses in the sixth survey item indicate a moderate agreement among the participants that academic translation programs equip students for the evolving landscape of remote work and virtual collaboration in the industry. This is evident in the mean score which is 3.36. However, the standard deviation which is 1. 14, suggests a moderate disparity in the participant's perceptions.

B). What are the potential areas for enhancement and future directions that can improve the consistency between academic translation training and industry demands?

Below are the survey items that are contained in the above research question.

i). Translation trainees are better equipped when they are made to know the current trends in the translation industry.

ii). Curriculum design is a major potential area that can help to improve the consistency between academic translation training and industry demands.

iii). Adoption of specialized training on soft skills and emerging translation technologies can help academic translation programs improve the consistency between academic translation training and

industry demands.

iv). Can continuous professional development and collaboration help academic translation programs meet the dynamic requirements of the industry?

v). Does teaching method play a significant role in aligning the academic translation programs with the industry demands?

Table 3. Potential Areas for Improving the Consistency between Academic Translation Training and Industry demands.

Question Variables	SA	A	Neutral	SD	D	Mean	S.D
Q1	21.65%	31.96%	21.65%	9.28%	10.31%	3.41	1.14
Q2	25.77%	29.90%	10.31%	15.46%	18.56%	3.11	1.03
Q3	25.77%	36.08%	17.54%	12.37%	8.25%	3.64	1.09
Q4	21.65%	29.90%	20.62%	15.46%	12.37%	3.47	1.08
Q5	19.59%	29.90%	24.74%	16.49%	9.28%	3.50	1.04

The interpretations of the above survey items for the second research question are summarized as:

i). There is a high agreement among the respondents in regard to the first survey item with more than 50% of the participants affirming that translation trainees are better equipped when they are made to know the current trends in the translation industry.

ii). In the second survey item, the number of participants (55.67%) who confirmed that curriculum design is a major potential area that can help to improve the consistency between academic translation training and industry demands is more than those (34.02%) who refuted the claim. Nevertheless, the standard deviation reveals the presence of divergent individual viewpoints, as certain participants exhibit a higher degree of agreement, while others may adopt a more neutral stance or even express a little disagreement.

iii). The mean score (the highest among the five survey items) of the third survey item which is 3.64 suggests a high degree of agreement among the respondents, while the standard deviation (1.09) indicates a considerable degree of diversity in the opinions reported by the respondents. Also, the number of participants (61.85%) who affirmed the postulation in the third survey item is way higher than those (20.62%) who refuted it.

iv). In the fourth item, more than 50% of the research participants affirmed that continuous professional development and collaboration help academic translation programs meet the dynamic requirements of the industry, while less than 30% of them refuted this claim. However, the means score of the participant's responses which is 3.47 indicates that there is a high degree of agreement among the participants.

v). Finally, the average score of the fifth survey item which is 3.50 is situated between the categories of "Agree" and "Strongly Agree" on the five-point scale. Nevertheless, this finding indicates that, on average, participants tend to believe that instructional approaches have a substantial impact on matching academic translation programs with industrial requirements.

Discussion

The primary focus of the current research was to explore the perspectives of relevant stakeholders in the translation industry on the potential areas for enhancement and future directions that can improve the consistency between academic translation training and industry demands. However, two major research questions were developed to guide the identified aim of the study. Major insights were also gathered through the opinions shared by the selected participants for the study who are about 97 in number.

The first research question focused on how academic translation programs have responded to the

current demands in the translation industry. From the responses of the research participants, the study highlighted the relevance of curriculum design, exposure of translation trainees to current translation technologies during training and collaboration with translation companies. As emphasized by Calvo (2011), curriculum design is the most effective approach involved in aligning curriculum goals with a certain expert knowledge model, which then informs the selection of curricular material items. In other words, a comprehensive inclusion of theory, technological, and practically based curricula can be used to achieve a harmonious equilibrium between academic knowledge and translation industry demands (Pym, 2003).

Another important finding identified by the current research is the exposure of translation trainees to current translation technologies during training and industry collaboration. Several translation technologies such as Computer-Assisted Translation (CAT) tools, Machine Translation (MT) tools, and Audio-Visual Translation software have already been developed to help assist translators with their work. However, translators who use and remain informed about these technologies will be more effectively positioned to address the evolving requirements of their customers. In terms of collaboration, academic translation programs can engage their trainees in real-world tasks by collaborating with translation companies to execute a joint project.

Meanwhile, there is a high level of agreement among the participants that some factors such as inadequate resources; which can be caused by lack of suitable financing, use of old technology, restricted access to current resources, insufficient assistance from faculty members, attitude; which might be as a result of lack of recognition for translation as a specialized talent rather than a simply language exercise might impede advancements in the field, fragmented education, and inconsistent industry trend, can hinder effective alignment of translation programs with the demands of the industry.

On the other, the second research question centered on the potential areas for enhancement and future directions can improve the consistency between academic translation training and industry demands. However, the study highlighted knowledge of translation industry demands. According to Olvera-Lobo et al. (2005), this is the major challenge that academic translation programs are faced with. The translation industry demands are referred to as the distinct criteria and anticipations that professionals, services, and abilities within the translation business must fulfil to effectively address the changing requirements of customers, audiences, and worldwide communication. In order words, when translation trainees are made to understand and have knowledge of the expectations outlined by the industry, it will help to equip them with the necessary skills to meet the demands of the translation.

Other areas as identified by the research are curriculum design, adoption of specialized training on soft skills and emerging translation technologies, continuous professional development, and collaboration. Soft skills are crucial interpersonal and communication competencies that serve as a valuable complement to technical proficiency. In the adoption of specialized soft skills, Alenezi (2016) noted that this type of skill plays a pivotal role in achieving success within many professional contexts. These skills include time management, presentation skills, feedback incorporation, and emotional intelligence, amongst others. Additionally, translation educators can also encourage their trainees to engage in continuous professional development to improve their translation skills, Pym (2003).

A further solution to aligning academic translation programs to the industry demands is adopting a learner-centered pedagogical approach by the academic translation programs in training the translation trainees. In the learner-centered pedagogical approach, the focus is shifted to the learners; through empowering them to take charge of their learning. Nevertheless, the translation trainees are the ones who are being prepared and equipped to possess the necessary skills that meet the requirements of the industry, it is however, necessary to adopt a more sophisticated pedagogical approach to teach them.

With a learner-centered approach, individuals' needs and styles of learning are considered which enables them to be proactive, adapt quickly to new trends in the industry and also engage them in real-world translation tasks.

Conclusion

New trends such as technology are the major factors that have led to the dynamic state of the demands of the translation industry. In a bid to meet the requirements of the industry, academic translation programs have continued to teach trainees to acquire the necessary skills to prepare them for the translation market. A notable way the academic translation programs can help align their training with the demands of the industry is by working on the curriculum. The needs of the translation market should be taken into consideration when designing the curriculum. This will not only equip the translation students to acquire the necessary skills, but to help them to become competent enough and ready to encounter real-world tasks. Conclusively, while market demands are also put into consideration, learners' needs should also be considered since there are individual differences in learning methods.

References

[1] Abu-ghararah, B. (2017). The gap between translator training and the translation industry in Saudi Arabia. *AWEJ for translation & Literary Studies Volume*, *1*.

[2] Al-Batineh, M., & Bilali, L. (2017). Translator training in the Arab world: are curricula aligned with the language industry? *The Interpreter and Translator Trainer*, *11*(2-3), 187-203.

[3] Alenezi, A. (2016). *Development of translation curricula at undergraduate translation courses in Saudi universities: exploring student needs and market demands* (Doctoral dissertation, University of Leicester).

[4] Altuhaini, A. S. (2016). *Bridging the gap between Saudi students' translator training programs and the needs of the Saudi translation market* (Doctoral dissertation, Queen›s University Belfast).

[5] Bolanos-Garcia-Escribano, A. (2017). The effects of fansubs on EFL education for Translation and Interpreting students: an empirical approach. JoS Trans: the Journal of Specialized Translation, 28.

[6] Bolaños-García-Escribano, A., Díaz-Cintas, J., & Massidda, S. (2021). Latest advancements in audiovisual translation education. *The interpreter and translator trainer*, *15*(1), 1-12.

[7] Calvo, E. (2011). Translation and/or translator skills as organizing principles for curriculum development practice. *The Journal of Specialized Translation*, *16*, 5-25.

[7] Caminade, M., & Pym, A. (1998). Translator-training institutions. *Encyclopedia of translation studies*, 280-285.

[8] Esfandiari, M. R. (2015). *Translation competences, translators' needs, and translation market standards and demands views of professional translators* (Doctoral dissertation, Universiti Sains Malaysia).

[9] Fišer, D. (2008). Recent trends in the translation industry in Slovenia. *The journal of specialised translation*, *10*.

[10] Gabr, M. (2007). A TQM approach to translator training: Balancing stakeholders' needs and responsibilities. *The Interpreter and translator trainer*, *1*(1), 65-77.

[11] Gogoi, B. (2013). Translation Industry In India: Trends And Prospects. *EDITORS*, 78.

[12] Hao, Y., & Pym, A. (2021). Translation skills required by master's graduates for employment: Which are needed, which are not? *Across Languages and Cultures*, 22(2), 158-175.

[13] Horbačauskienė, J., Kasperavičienė, R., & Petronienė, S. (2017). Translation studies: Translator training vs employers' expectations. *Journal of language and cultural education*, *5*, 145-159.

[14] Kearns, J. (2006). *Curriculum Renewal in Translator Training: Vocational challenges in academic environments with reference to needs and situation analysis and skills transferability from the contemporary experience of Polish translator training culture* (Doctoral dissertation, Dublin City.

[15] Kearns, P. (2006). "Evaluating the ROI from Learning: How to Develop Valu-based Training". *Human Resource Management International Digest*, Vol. 14,No.1. htpp://doi.org/10.1108/hrmid.2006.04414aae.002

[16] Kelly, D. (2010). Translation didactics. *Handbook of translation studies*, *1*, 389-396.

[17] Killman, J. (2018). A context-based approach to introducing translation memory in translator training. *Translation, Globalization and Translocation: The Classroom and Beyond*, 137-159.

[18] Li, D. (2007). Translation curriculum and pedagogy: Views of administrators of translation services. *Target. International Journal of Translation Studies*, *19* (1), 105-133.

[19] Mellinger, C. D. (2017). Translators and machine translation: knowledge and skills gaps in translator pedagogy. *The Interpreter and Translator Trainer*, *11*(4), 280-293.

[20] Molanazar, H., & Kamyab, S. (2015). Political and journalistic translation courses and the market demand in Iran. *European Online Journal of Natural and Social Sciences*, *4*(2), 285.

[21] Olvera-Lobo, M. D., Castro-Prieto, M. R., Quero-Grevilia, E., Muñoz-Martín, R., Muñoz-Raya, E., Murillo-Melero, M., & Domínguez-López, C. (2005). Translator training and modern market demands. *Perspectives: Studies in translatology*, *13*(2), 132-142.

[22] Orlando, M. (2019). Training and educating interpreter and translator trainers as practitioners-researchers-teachers. *The Interpreter and Translator Trainer*, *13*(3), 216-232.

[23] Paniagua, C. (2021). Service interface translation. an interoperability approach. *Applied Sciences*, *11*(24), 11643.

[24] Patience A. U. (2016). Modern Technology in Translation: Contributions and Limits. World Applied Sciences Journal 34 (8): 1118-1123, 2016.

[25] Pylypchuk, M. L. (2020). Translation students' professional training compared to modern market demands.

[26] Pym, A. (2003). Redefining translation competence in an electronic age. In defense of a minimalist approach. *Meta*, *48*(4), 481-497.

[27] Pym, A. (2011). What technology does to translating. *Universitat Rovira i Virgili, Tarragona, Spain.*

[28] Robinson, B. J., Olvera-Lobo, M. D., & Gutiérrez-Artacho, J. (2016). After Bologna: Learner-and competence-centred translator training for 'Digital natives'. *From the lab to the classroom and back again: Perspectives on translation and interpreting training*, 325-359.

[29] Rodríguez de Céspedes, B. (2017). Addressing employability and enterprise responsibilities in the translation curriculum. *The Interpreter and Translator Trainer*, *11*(2-3), 107-122.

[30] Romaine, M., & Richardson, J. (2009). State of the Translation Industry 2009.Shehab, E., Mutawe, H., Daragmeh, A., & Thawabteh, M. A. (2022). Translator training in Palestine in view of market demand. *TRANS: Revista de Traductología*, 26(1), 297-313.

[31] Sakamoto, A., Yamada, M., & Burnicle, A. (2019). The current state of technology use in the translation industry in Japan: project managers' views.

[32} Ulrych, M. (1996). Real: world criteria in translation pedagogy. In *Teaching Translation and Interpreting 3* (p. 251). John Benjamins.

[33] Vienne, J. (1994). Toward a pedagogy of 'translation in situation'. *Perspectives:Studies in translatology*, *2*(1), 51-59.

[34] Yang, S. (2016). Investigation and Analysis on the Market Demands of Talents Majored in Translation and Master of Interpreting and Translation. In *2016 5th International Conference on Social Science, Education and Humanities Research (SSEHR 2016)* (pp. 449-453). Atlantis Press.

[35] Yilmaz, Gumus, V. (2013). *Training for the translation market in turkey: an analysis of curricula and stakeholders* (Doctoral dissertation, Universitat Rovira i Virgili).