A Students' Needs-Analysis for Translation Studies Curriculum Offered at Master's Level in Iranian Universities

Navid Nasrollahi Shahri*

M.A. Student of Applied Linguistics Ferdowsi University of Mashhad, Iran,
Navid.nasrollahi@yahoo.com

Zahra Barzakhi Farimani

M.A. Student of Applied Linguistics Ferdowsi University of Mashhad, Iran,
Zahra.farimani@yahoo.com

Abstract

This study aims to investigate the program of Translation Studies, offered in Iranian universities at the level of Master, in terms of its curriculum through a needs analysis model offered by Altschuld and Witkin (1995). To do so, after a review of the related literature and conducting a documentary analysis, the researchers chose to look at the issue from different perspectives. Current instructors, professionals who are involved in the business of translation and a number of graduated students were interviewed so as to gather enough data to design a questionnaire, which constitute the backbone of the study. Since the study aims at students' perception, the survey was conducted on students of Translation Studies program, which was based on the interviews with instructors, graduates of the program and the professionals working in the market. Afterward, the questionnaire data were gathered and, subsequently, went under statistical procedures. Based on the results, the researchers came up with practical recommendations for curriculum renewal, based on the needs-analysis model adopted. As this study has adopted a triangulation approach to investigate the curriculum, the results and recommendations, although limited, can be of great use to educators, curriculum developers and translator trainers in particular.
Keywords: **Curriculum research, Translation studies, Needs analysis, Curriculum renewal**

1. Introduction

This study aimed to investigate the demands of the market as well as the vocational realities of the field so as to come to a clear understanding of the drawbacks of the teaching system that currently exists in Iran. Furthermore, this study would also be a review on the current trends employed by academic institutions like universities and the private sectors which are established to work on Translation Studies field. This study would be beneficial to the curriculum designers, material developers and also professors and lecturers who can be of significance in training translators in Iran.

This study would also be a review on the current trends employed by academic

institutions like universities and the private sectors which are established to work on Translation Studies field. This study would be beneficial to the curriculum designers, material developers and also professors and lecturers who can be of significance in training translators in Iran.

1.2. The stated objectives of the field of translation studies in Iran and the ideals

The educational system practiced in Iran is vastly known to be of the centralized type, that is, each level depending on the rules and regulations passed and also issued by Ministry of Science, Research and Technology. In general, as stated by the ministry, objectives of translation programs at M.A. and PhD levels in universities are listed in Table 1.

Table 1: *Objectives of translation studies courses stated by Ministry of Science, Research and Technology (Miremadi (2003, p.58)*

Items to be considered
1   To train researches who are willing to conduct research within the domain of translation
2   To train qualified instructors for courses of translation
3   To train researchers for providing reasonable curriculum materials for translation courses
4   To promote instruction of translation courses for trainees
5   To distinguish courses of translation from those of language teaching
6   To promote instruction of theories to trainees of translation
7   To remove the constant need for specialized translation instructors
8   To encourage students of translation to continue their studies in Iran
9   To promote translation across the country

2. Review of the literature

Translation Studies, as a field in general, is comparatively new, According Kiraly (2000), at the outset, translation studies began in the mid-20th in Geneva and Sorbonne although traditional methods were employed. Vinay and Daberlnet (1995) came up with contrastive approaches pointing to direct as well as oblique methods of translation, drawing on a more linguistic approach. Newmark (2001), for example, signifies the traditional approach, characterized by translation manuals, traditional language learning and the practice of translation itself. On the other hand, Newmark defines translation approaches based upon how approximate they can be to the source text or to the language at hand. As for teaching this skill, Nord (2009), has a significant remark in which he holds that translation teaching is to be, to the extent possible, the same as the real practice of translation itself as he holds that translation is to be done repeatedly in order for the trainee to be able to do the translation work in a more natural and fluent language. At the same time, Kiraly (2003) maintains that the learning environment which is collaborative, where the students learn, and guided by experts would make proper approach to teaching translators. Doing so, in his opinion, would facilitate individuals' construction of a body of knowledge to come up with solutions to real-life problems. He asserts that it can improve the cognitive flexibility of students to unravel problems dealt with in translation as a process.

Translation teaching actually started in the 20th Century. Translation educators have a demanding responsibility to cultivate translator's competence and train professionals leading to a higher quality of translation products. Consequently, it is of great importance to scrutinize and evaluate the translation teaching methods, techniques, materials and syllabi (Hlavac, 2013) In the following it is aimed to explore translation teaching techniques and strategies as an academic field taught in Universities of Iran.

Hurtado (2005), come up with three basic elements which he believes are vital

to any translation teaching process. He defines translation as a concept which is going to be taught, translator's competence as the kind of knowledge and abilities needed to translate, and the translator's competence acquisition as the main mean to develop this competence are to be the basics of all translator training programs. He also presents us with a theoretical framework of translation teaching as shown in Table 1. This theoretical framework can be quite a valuable means by which the approaches employed to improve translators' competence can be identified.

2.1. Needs Analysis in Program Design and Development

Needs analysis is the door opening to the whole program planning process, that is to say, it is the very first step to be taken and plays a crucial role in the design and development of any educational program. As Richterich and Chancerel (1980) point out, it is necessary to identify needs so as to become aware of the learning conditions of individuals or groups to align these with their physical, intellectual and emotional possibilities as well as to devise learning materials which will respond to what is to be taught and thus to clarify the pedagogical objectives pursuant to negotiating with the learners. Needs analysis is considered an indispensable procedure also in language teaching either for general or specific purposes. According to Richards (1990), needs analysis serves three functions in language curriculum design:

1) It is through the involvement of a large group of people such as learners, teachers, administrators and employers in the planning process that needs analysis provides a mechanism for obtaining a wider range of input in the contents, design, and implementation of a language program.

2) It serves to identify general or specific language needs so that they can be addressed while developing goals, objectives, and content for a language program.

3) It provides data that can serve as the basis for reviewing and evaluating an existing program. McKillip (1987) also emphasizes the importance of needs analysis in program evaluation and states that the extent the program addresses the needs of participants must be found out if the worth of a program is to be judged. Programs cannot be evaluated but can only be described without needs analysis. At this point it should be noted that needs analysis and program evaluation, although they go hand in hand, have distinct roles to serve in planning educational programs.

2.2. Models Suggested for Conducting Needs Analysis

For a needs analysis process to be carried out systematically, a sequence of activities is required. Several systematic and thorough procedural models of needs analysis give direction to program development studies in the field of education. Altschuld and Witkin (1995) display a general plan for assessing needs in three phases: pre-assessment (exploration), assessment (data gathering) and post-assessment (utilization) that occur in a sequence and each of which ends up with a written product. In Phase I, a management plan for the needs assessment is set up; 58general purpose of the needs assessment is defined; major need areas and/or issues as well as the existing information concerning need areas are identified; potential data sources, methods and potential uses of data are determined; and at the end the design and management plan for Phase II is developed as well as setting criteria for evaluating the whole needs assessment. In Phase II, the context, scope, and boundaries of the needs assessment are determined; data on needs are collected; preliminary priorities are set; causal analyses related to all three system levels are analyzed; all data are analyzed and synthesized; and the criteria for action based on high-priority needs are determined. Phase III requires setting priorities and criteria for

solutions; weighing alternative solutions; and developing action plans for implementing solutions such as program changes or other interventions. It is at the end of Phase III that the needs assessment itself is evaluated and the results and Recommendations for action are communicated to decision makers and stakeholders. This needs assessment model is quite comprehensive although it consists of three phases because each phase also consists of sub-phases adding depth to the scope of the model.

Stufflebeam et al. (1985) indicate the following sequence of activities to be carried out for the systematic conduct of any needs analysis process which starts with the preparation phase. This phase is of utmost importance since the success of further stages depends on how carefully and meticulously the needs analyst has done planning and preparation. This very first stage starts with the identification of the client, -the person or the group who commissions the needs analysis study-, the audience, -any kind of people who are to be affected by the study in some way-, and the target population, -the people, program or any other phenomena about which information will be collected and analyzed. After identifying who will be served, the purpose of the study is made clear and the ways the client(s) and the audience(s) will use the results are determined. Afterwards, the person or the agency responsible for conducting the study is designated pursuant to which the procedures to be followed in the study are established. The basic design of the study identified is then converted into a management plan, that is, decisions regarding the schedule resource planning and budget are made. It is at the end of the preparation phase that the essential agreements that will guide and govern the needs analysis study are clarified. The second phase, which is data gathering, proceeds firstly with the specification of the sources of information as well as the general

procedures to obtain the information. Secondly, appropriate samples of information sources are determined. Then, the required instruments or procedures are selected and developed. After that, a schedule for the information-gathering procedure is established. Finally, data collection procedures are conducted. This model is generally the same as the previous needs analysis models but looks different from them in the sense that it displays each step one by one without categorizing them under general headings. Besides, it lays emphasis on the review of relevant literature, similar studies and contact with people who conducted similar studies and suggests holding follow-up interviews with selected participants after the administration of instrumentation, which turns it into a detailed one. These steps are taken for granted in the other models and are actually indispensable elements to be considered when conducting a research.

3. Methodology
3.1 Overall Design of the Study
This study was conducted with the aim of identifying, analyzing and explaining the needs of students of Translation Studies at M.A. level with regard to the real-world needs using the perceptions of students, course instructors; graduates who have finished the program as well as the professionals currently working as translators in the related market. As the model dictates, a questionnaire was constructed based on interviews and given to the participants of the study.

Established on the findings of the current study, recommendations were made for improving the curriculum offered for this program.

3.2 Participants
The present study consisted of four groups of participants in the second semester of 2015-2016 Academic Year in Iran. The participants are, namely, the students

studying Translation at an M.A level, the course instructors; the graduates who have finished the Translation Studies program, and the professionals who are actually involved in various fields of practical translation work.

3.2.1 Students

As for the participants, 46 students who were majoring in master's degree of Translation Studies in Ferdowsi University, Ghouchan University and Imam Reza University of Mashhad in the academic Year of 2015-2016 were randomly chosen for the present study. The students were all aged between 23 to 28. Gender was not a factor in choosing the participants, though 33 of the participants were female while 13 were male students. 7 of the students had studied English literature as their Bachelor's degree, and 37 majored in English Translation at their Bachelor's degree. Two of the participants were majoring in other fields as bachelor students, not English related majors. All students were either in their second year of their studying and had already passed at least 10 credits in Translation Studies program of their university programs.

3.2.2 Course Instructors

As for the structured interviews with course instructors, six instructors, who were the only convenient choices, were chosen, all of whom were the members of Translation board of Ghouchan, Imam Reza and Ferdowsi university of Mashhad.

3.2.3 Graduates

As for the subjects in the category of Graduates, Ten students who majored in Master's degree of Translation Studies in Ferdowsi university were involved in the current study considering that they are potentially precious data sources in identifying the needs and the current conditions of present programs at university. Structured interviews were conducted with the graduates. The subjects were selected using maximum variation sampling procedures. Doing so has helped us scrutinize the matter from a variety of viewpoints, such as the course content, curriculum in general, the professors and the quality of the teachings, etc.; which are more reliable and objective. The participants involved in this section were all aged under 30, they have all finished their studies quite recently, i.e. less than three years ago. Gender was not a factor in choosing the participants, though 6 of the subjects were female graduates.

3.2.4 Professionals

Ten professionals who were officially involved in translation business were chosen from official translation centers in Mashhad all of whom finished master's degree of translation studies programs. The subjects were selected using maximum variation sampling procedures.

3.3. *Procedure of data collection*

The design employed by the researchers in this study is based on a needs-analysis model derived from the model proposed by Altschuld and Witkin (1995). The needs analysis model used for the present study includes four main stages, namely preparation (planning), data collection, data analysis and, in the end, the final report. In the planning stage, the researcher, made the purpose of the study clear to the target participants, that is the instructors, professionals and graduates of the study who were chosen to participate in the study. Afterwards, situational analysis concerning the existing Translation Program offered to Master students was conducted through, firstly, documentary analysis that is analyzing the curriculum outline, the stated objectives. The analysis continued through informal interviews with the boards of Translation Group, instructors, students, graduates and market professionals. After that, by reviewing the related literature, on similar

studies and examining needs-analysis studies done and instrumentation methodologies employed in those studies, suiTable samples of data sources and data collection tools were found and identified.

3.4. Student Needs Analysis Questionnaire
As it can be seen in Appendix A, The Student Needs Analysis Questionnaire consisted of three major parts each with particular aims. The first part elicits demographic information about the students, their experience of language learning, their previous. Next part investigates their perception about the course content, the curriculum, and their instructors. The third section focuses on the physical environment and equipment of the classes. The questionnaire was in English, employing 5-point Likert scale items, plus Yes / No items and open-ended questions which were used so as to collect quantitative as well as qualitative data. Importance and frequency scales were also a part of the questionnaire. The importance scale comprised of the following descriptors:
1: Unimportant, 2: Slightly important, 3: Moderately important, 4: Important, 5: Very Important

The beginning section of the questionnaire targeted at gathering personal information about the participants through demographic elements and their English education background. The second part of the questionnaire comprised of 25 items using 5-point Likert Scale items, arranged either in one-scale or a two-scale format, Yes / No items as well as open-ended items. In this section, the researcher focused on the students' perceptions, suggestions and expectations concerning the Translation program aiming to find out about students' needs, which are namely their perceptions of the translation-related difficulties they experienced, the lacks they feel in the programs, the drawbacks they have dealt with in their learning process at university, their ratings of their proficiency in translation and their perceptions. The third part of the questionnaire comprised of six items, in which you can see four 5-point Likert scale items, open-ended item and one Yes / No items plus an open-ended extension.

3.5. Structured Interviews with the Course Instructors, graduates and professionals
Structured interviews (Appendix B,C,D) were carried out as 6 instructors teaching Translation Studies courses; 10 graduates of the major and also 5 professionals who were practically involved in the market of translation were included in the study. The structured interviews have basically focused on general needs, difficulties and shortcomings perceived by instructors so as to come up with appropriate items for the needs-analysis questionnaires. To do so, 10 general questions ,verified by experts, were designed on the basis of expert opinions, documentary analysis and the informal interviews conducted with graduates, professionals, instructors and students beforehand. The interviews were held in English, and all items were of open-ended questions. After having the structured interviews, the results were analyzed, trimmed and categorized into four groups. At the end, an open ended question was raised asking the participants for their further comments to find out about issues which might have been neglected in the questionnaire.

3.6. Data Analysis Procedures
The data collected by the designed Student Needs Analysis Questionnaire were analyzed employing descriptive statistics by the Statistical Package for Social Sciences (SPSS). Data collected through 5-Point Likert Scale items as well as from Yes / No items were as well analyzed calculating the percentages. Data gathered from open-ended questions were also subcategorized under general headings after which, percentages for each category were measured and

calculated. As for the items answered by less than thirty participants, frequencies were calculated. As well as this, the percentages and frequencies, some descriptors such as "all," "almost all," "half," and "more than half" were employed while presenting the results of the questionnaire. The frequencies and percentages were displayed in Tables for ease of interpretation.

4. Results

Initially, the institutional context was analyzed based on the institutional information available on universities websites and guides. Next, the results of interviews were categorized and tabulated, based on which the needs analysis questionnaires were formed and given to the participants.

4.1. Interviews

4.1.1. Structured interviews with instructors
As it was mentioned earlier, the structured interviews have basically focused on general needs, difficulties and shortcomings perceived by instructors so as to come up with appropriate items for the needs-

analysis questionnaires. To do so, 10 general questions, verified by experts, were designed on the basis of expert opinions, documentary analysis and the informal interviews conducted with graduates, professionals, instructors and students beforehand. The interviews were held in English, and all items were of open-ended questions. After having the structured interviews with six of the instructors of Translation Studies, the results were analyzed, trimmed and categorized into four groups; namely a) their perception of the shortcomings of the current program, b) their perception of possible changes which can contribute to the program c) suggestions concerning the national curriculum and policies offered for the program d) their perception of the translation business. As it can be seen, as a stage of needs-analysis model proposed, these results encompass the qualitative data of this research.

Since the number of instructors was limited, the categorization process was done neatly with no problem, and almost all given answers by the instructors was put under one of the categories as it is shown below.

Table 2. *Categorization of the qualitative data related to interviews carried out- instructors*

Short comings of the program	Suggested changes	Curriculum and policies issues	Translation business
Students are not interested in the field	Apprenticeship for students	Lack of course on technological advancements in the field of translation	Translators are not paid adequately
Old-fashioned materials	Modification of course materials	No evocation of critical thinking	Students do not know where they can find jobs
Non-practical courses and class equipment	Use of computer and mobile devices as a help	Lack practicality	There are few positions available

4.1.2. Structured interviews with graduates
It was pointed out earlier that the structured interviews have concentrated on basic general needs, difficulties and shortcomings perceived by the participants, who are the

graduates of the Translation studies program so as to come up with appropriate items for the needs-analysis questionnaires. To do so, 10 general questions, verified by experts, were constructed on the basis of expert

opinions, documentary analysis as well as the informal interviews conducted with graduates, professionals, instructors and students before the actual practice of the research. The questions of this part are quite alike to those used for instructors, except certain questions which specifically referred to their teaching experience. The interviews were held in English, and all items were of open-ended questions. After the structured interviews with the graduates of Translation Studies, the results were analyzed, trimmed and categorized into four groups as they were categorized after the interviews with instructors.

The interviews with graduates were carried out and the emerging themes were as follows.

Table 3. *Categorization of the qualitative data related to interviews carried out- graduates*

Short comings of the program	Suggested changes	Curriculum and policies issues	Translation business
Old and not interesting teachers/professors	Young and more enthusiastic professors	Lack of informing cultural awareness and knowledge	No emphasis on interpretation as a sub field of translation
Lack of technological equipment	Curriculum renewal	No emphasis on interpretation	Lack of practicality of theoretical materials for the market
No alternative options in the credits offered by university	Workshops as a way of promoting practicality	No emphasis on technical texts translation	No job opportunity
		No emphasis on improving students general English	Underpayment

As it can be seen in the Table, the results demonstrate that graduates are much more concerned with their position as a translator and the business of translation. So many suggestions are made to improve the practical skills of translation, which shows a seeming shortcoming of the program. This will be thoroughly discussed in the last chapter of the thesis.

4.1.3. Structured interviews with professionals
Professionals –those who are involved in the translation business and market- are quite useful resources when it comes to constructing a needs-analysis questionnaire, as they have actually dealt with problems, opportunities and real-world market after graduation. As it was mentioned earlier, the structured interviews have basically focused on general needs, difficulties and shortcomings perceived by instructors so as to come up with appropriate items for the needs-analysis questionnaires. To do so, 10 general questions, verified by experts, were designed on the basis of expert opinions, documentary analysis and the informal interviews conducted with graduates, professionals, instructors and students beforehand. The questions were very much similar to those given to instructors and graduates, except some items which were specifically designed to address market demands. The interviews were held in English, and all items were of open-ended questions. After having the structured interviews with six of the instructors of Translation Studies, the results were analyzed, trimmed and categorized into four groups, respectively as mentioned above.

The process was, again, done neatly with no problem, and almost all given answers was put under one of the categories as it is shown in the following Table.

Table 4. *Categorization of the qualitative data related to interviews carried out- professionals*

Short comings of the program	Suggested changes	Curriculum and policies issues	Translation business
Graduates with no skill in translation	Changing course materials and curriculum	Unnecessary theoretical teachings	Students with poor interpersonal skills
Graduates with little knowledge of English	Working on students skills as translators	No course on technical text translation	Students' lacking skills in their mother tongue
	Focusing on market and business of translation	Not promoting students knowledge of English language	Lack of knowledge about technical terms

4.2.1. The questionnaire

The data gathered from students needs-analysis questionnaires were also of four categories, akin to those of the interviews. However, the data here are of quantitative nature which is more objective and can be subject to more accurate analysis and description. Needs-analysis questionnaires were gathered, and the answers were transferred into SPSS sheets, afterwards the researchers tabulated the gathered data as follows in Table 5.

As it is illustrated in Table 5, items 7, 11, 14, 23 are significantly more agreed upon by learners. That is, students of translation see a lack of encouragement from the side of universities for working in the market and also the fact that market demands are not, whatsoever, clarified and discussed during their studies. The other interesting piece of information obtained by the result of the survey is the fact that students believe that they are in over crowded classes in terms of number of students. For a better understanding of the matter, it is needed to work on the data in a more systematic way. Students of translation studies program almost unanimously agree that their classes lack in technological equipment which can be of great use in different courses. This will also be mentioned later.

Each question refers to one general category of students` needs; which was established based on the interviews conducted beforehand, which are slightly different with the categories developed for interview data. Items` Reliability and Descriptive Statistics of the Composite Measures were calculated and tabulated. The categories are as follows:

● Comp.1: materials, equipment, instructors or the environment
● Comp.2: quality of instruction
● Comp.3: curriculum and policy issues from the basis
● Comp.4: translation business requirements

PCA was used in order to create a composite measure showing the identified components and to comparing how similar or different those components were actually perceived by the participants. Firstly, the components through a principal component analysis were extracted, and performed an orthogonal varimax rotation on the components whose eigenvalues (i.e. an amount of total variance accounted for by a single component) were larger than 1.0 (i.e. the component explains at least 10% of the total variation in the data). The researcher a different rotation technique on the performed the PCA (oblique rotation), however, the results were fundamentally similar. For this reason, only the results from the varimax rotation are reported here. The number of components was validated by Cattell's (1978) scree test, which is normally considered the best solution for selecting the correct number of components (Kline, 1994).

Table 5. *Items and Reliability and Descriptive Statistics of the Composite Measures*

Description of the composite measure		k	Retained items	α	m	SD
Comp.1	materials, equipment, instructors or the environment	7	1, 4, 5,15, 20, 24, 22	0.95	2.45	0.73
Comp.2	quality of instruction	11	3, 6, 18, 19, 25, 21, 10	0.95	2.87	0.88
Comp.3	curriculum and policy issues from the basis	7	2, 9, 14, 13, 17, 16	0.82	3.30	0.67
Comp.4	Translation business requirements	6	7, 8, 10, 12, 23, 11	0.79	3.15	0.59

5. Discussion

Considering the needs emerging from the target situations the students are or will be involved in, namely their academic and future professional settings, the materials used should not be limited to the texts extracted from the students' subject area resources but also documents used in professional life such as formal letters, memos, fax messages, and reports should be integrated into the course syllabus. The students should be made familiar with the texts they will have to deal with in their professional lives either for translation or for any other purposes.

Discussion or translation critique in pairs, groups, or with the whole class after the actual translation process during with the source text as well as its various translations done by the students are examined with a critical eye and possible solutions can be extended for attaining the final translation should be used as an extremely useful post-translation activity which raises students' linguistic awareness and competence in translation in addition to developing their critical mind, self-confidence and decision-making skills. It, at the same time, enables students to interact and communicate with each other while tolerating different views and criticisms.

The smooth functioning of discussions on the translations requires the establishment of a friendly, supportive and flexible class atmosphere in which the students do not hesitate to give constructive feedback to each other's translation and tolerate each other's views and suggestions. Error analysis during discussions is useful since it helps students and the instructors to identify problematic areas that need consideration as well as strong points that deserve appreciation. Some prerequisites of translation such as reading comprehension ability in the foreign language in translations from L2 into L1 and competence to write the target language dexterously and clearly especially in translations from L1 into L2, which correspond to the two of the benefits and the difficulties reported to be experienced during translation, should not be considered as insurmountable barriers to doing translation but should be regarded as areas that need special attention and consideration for improvement through translation. To this end, the students should be encouraged to use some effective remedial reading comprehension strategies for translation such as underlining words, detecting translation difficulties, contextualizing lexical items and analyzing (Gerding-Salas, 2000). Furthermore, some extra reading and writing tasks can be assigned to the students as long as the pace of the course allows. It is doubtless that the translation course, as any other course, should be evaluated on a

regular basis to determine whether the objectives, course content and delivery are in consistency with each other and to identify the strengths to be maintained and the weaknesses to be addressed so that the quality of the current and the future courses can be enhanced. Besides, the needs analysis to be conducted as an inevitable part of the evaluation process, should be systematic and comprehensive in scope; that is to say, it should not focus on identifying only the learning needs but also the target needs of the students, which entails the involvement of as many stakeholders as possible, namely the students, course instructors, subject-area instructors, administrators, graduates and professionals through which the recent trends, changes, developments and requirements pertaining to academic and professional situations can be kept up with.

6. Conclusion

The suggestions made by the students, graduates, course instructors and departmental instructors were mostly on the course materials and the duration of the course. As mentioned and dealt with in detail with the guidance of the relevant literature above, the students, graduates and departmental instructors suggested that texts from authentic materials such as magazines and newspapers and/or documents used in professional life be incorporated into the course syllabus in addition to the field-specific resources and course books. Besides the course instructors and the students pointed out these kinds of texts among the most preferred course materials to be used for translation. Another suggestion made by all the groups whose suggestions were asked for was for extending the duration of the course. The students, course instructors and the graduates pointed out their dissatisfaction with the allocation of one semester for the course and suggested that the course should be

given in a two-semester period. Especially the students' eagerness to study translation for a longer time might be attributed to their satisfaction with the course and their enthusiasm to benefit more from the course.

7. Limitations of the Study

This study was done on three universities offering Translation Studies program at the level of M.A. the results of which cannot be generalized to all universities in Iran although the curriculum offered for the field is the same in all local universities. That is why the differences which are rooted from the backgrounds of students and instructors in other universities in different cities might yield results different to what was achieved. Another limitation of the study can be its data collection instruments. Working on comprehensive questionnaire and structured interviews using a variety of data sources, no other data collection tools –e.g. classroom observations- were employed in this study.

The number of subjects in the groups of graduates and professionals with whom structured interviews were carried out was limited to ten, which can be made up for in further prospective research.

References

Altschuld, J.W. & Witkin, B.R. (1995). Planning and conducting needs assessments: A Practical Guide. USA: Sage Publications

Brown, J.D., Cunha, M.I.A., Frota, S. de F.N., & Ferreira, A.B.F. (2001). The development and validation of a Portuguese version of the motivated strategies for learning questionnaire. In Z. Dörnyei & R. Schmidt (Eds.), Motivation and second language acquisition. (Technical Report #23, pp. 257-280). Honolulu: University ofHawai'i, Second Language Teaching & Curriculum Center.

Bulut, A. (1988). A suggested study on the teaching of translation through a specific technique in ELT departments. Unpublished Master's Thesis. Gazi University, Ankara.

Cattell, R.B. (1978). The scientific use of factor analysis in behavioral and life sciences. New York: Plenum.

Cordero, A.D. (1984). The role of translation in second language acquisition. French Review, 57, 350-355.

Hurtado, S. (2005). The next generation of diversity and intergroup relations research. Journal of Social Issues, 61, 595–610.

Hlavac, Jim. 'A Cross-National Overview Of Translator And Interpreter Certification Procedures'. *The International Journal for Translation & Interpreting Research trans-*5.1 (2013): 36. Web. 25 Apr. 2015.

Kiraly, D. (2000). A Social Constructivist Approach to Translator Education–Empowerment from Theory to Practice. Manchester. St. Jerome Publishing.

Kiraly, D. (2003). From Instruction to Collaborative Construction: A passing fad or the promise of a paradigm shift in translator education? en Baer B. y Koby G. (eds.) Beyond the Ivory Tower. Rethinking translation pedagogy. American Translators Association Scholarly Monograph Series, Vol. XII. Amsterdam, Filadelfia: John Benjamins. 3-27.

Kline, P. (1994). An easy guide to factor analysis. New York: Routledge.

Krathwohl, D.R. (1998). Methods of educational and social science research. USA: Addison-Wesley educational Publishers, Inc.

Lado, R. (1988). Language teaching: Scientific approach. New York: Mc Graw Hill.

Litwin, M.S. (1995). How to measure survey validity and reliability. California: Sage Publications, Inc.

Miremadi, A. (2003). *Theories of translation and interpretation*. Tehran: The Center for Studying and Compiling University Books in Humanities (SAMT).

McKillip, J. (1987). Needs analysis: Tools for the human services and education. California: Sage Publications.

Newmark, P. (2001). A Textbook of Translation. Edinburgh. Pearson Education Limited.

Oppenheim, A.N. (1992). Questionnaire design, interviewing, and attitude measurement. London: Pinter Publishers.

Parks, G. (1982). Notes in the use of translation in language classes. System, 10, 241-245.

Paul, G. (2009). Translation problems and solutions. In G. Paul (Ed.), *Translation in practice: A symposium* (1st ed.). London: Amanda Hopkinson.

Richards, J.C. (1990). The language teaching matrix. Cambridge: Cambridge University Press.

Richterich, R. & Chancerel, J.C. (1980). Identifying the needs of adults learning a foreign language. Oxford: Pergamon Press.

Şat, F. (1996). Rethinking translation in language teaching: A needs assessment to develop curriculum guidelines specific for the translation course at YADIM, Çukurova University. Unpublished Master's Thesis. Bilkent University, Ankara.

Stufflebeam, D.L., McCormick, C.H., Brinkerhoff, R.O., Nelson, C.O. (1985). Conducting educational needs assessments. Boston: Klower.

Smith, C.E. (1989). Needs assessment guide. Tennessee Schools Systems. U.S. Department of Education Office of educational Research and Improvement.

Tabachnik, B.G., & Fidell, L.S. (2001). Using multivariate statistics (4th ed.). Needham Heights, MA: Allyn and Bacon.

Ulrych, M. (1985). Teaching translation: a sample procedure part 1. Modern English Teacher. 13/2, 42-48.

Urgese, T. (1989). Translation: How, when and why. English Teaching Forum, 17,38-39.

Appendix A – *The questionnaire which was designed and given to the participants*

Name:	Age:	Gender M( ) F( )	University:

Bachelor's degree : ……………………………………………………………………………………………

Currently working as a translator Yes( )   No( )

Please indicate how strongly you agree or disagree with each of the statements listed below.
Please circle the number that best corresponds to the strength of your belief.
1. Disagree   2. Slightly Disagree   3. Slightly Agree   4. Agree

1) Learning practical skills in translation is essential for the students of this major	1	2	3	4
2) Being employed in the business of translation is a priority	1	2	3	4
3) Students need to be more in touch with courses at a practical level	1	2	3	4
4) Course materials have helped me in improving my professional skills.	1	2	3	4
5) Theoretical background of different concepts has helped me develop my skills	1	2	3	4
6) The course can prepare a student for starting a profession in Translation	1	2	3	4
7) My professor warmly welcome my questions when I need them	1	2	3	4
8) Students should be provided with more real life projects	1	2	3	4
9) The program offers useful and practical materials for students	1	2	3	4
10) Classes need to be more collaborative between teachers and students/ students and students	1	2	3	4
11) My classmates are interested in the field of translation	1	2	3	4
12) I believe the books used in the program are not up-to-dated	1	2	3	4
13) There are certain criteria based on which our academic progress is assessed	1	2	3	4
14) I am generally satisfied with the number of students in a class	1	2	3	4
15) the course could make me more interested in Translation	1	2	3	4
16) I believe a translator needs to pass these courses	1	2	3	4
17) Students have to work on their English proficiency before working on translation skills and theories	1	2	3	4
18) Instructors use a variety of techniques to motivate and encourage students	1	2	3	4
19) The requirements in terms of technology and facilities are met by the university	1	2	3	4
20) Course books and materials are usually impractical	1	2	3	4
21) Modern and up to dated methods of teaching are adopted by instructors	1	2	3	4
22) Students are indifferent to the materials, syllabus and textbooks offered by instructors	1	2	3	4
23) students are encouraged to work, practice and do projects out of the class context	1	2	3	4
24) the materials taught in the class are not contextualized and practices in its related context	1	2	3	4
25) I got familiarized with market demands and business of Translation through the materials covered or my instructors	1	2	3	4

Consider the translation studies program that you have taken part in.
Answer the following questions by circling Yes or No

28) Do you believe you need technical translation courses on different subjects ?	YES NO
29) Are you personally interested in working in jobs related to translation/interpretation ?	YES NO
30) If yes, what subjects you believe are of more importance? ……………………………………	

Any further comments? Write them here! ....
……

Appendix B - *Structured interviews with instructors*

Name of the institution:	Age:	Years of experience:

1. Do you think that the university PhD entrance examinations and interviews influence your teaching?

2. Do you consider theoretical concepts of translation to be necessary for students?

3. Is there any subjects, materials or courses which focus on the demands of Translation business? Do you believe there should be?

4. What do you expect a graduate of the Translation Studies program in Master's degree to know about and have skill in?

5. How do you motivate your students? Please list the most useful tips you recommend?

6. In terms of physical environment, facilities, number of students and size of classes, what changes you think are necessary?

7. What do you think students lack at the end of the program?

8. Is there any specific subjects or materials which you believe are to be added or omitted from the program?

9. What are some frequent difficulties that students have come up with?

10. What are your assessment techniques and approaches?

If there is any further comments, we would really appreciate it

……

Thak you very much

Appendix C - *Structured interviews with professionals*

1. Do you think that the university degree is important for a translator?

2. Do you consider theoretical concepts of translation to be necessary for students?

3. Is there any subjects, materials or courses which focus on the demands of Translation business? Do you believe there should be?

4. What do you expect a graduate of the Translation Studies program in Master's degree to know about and have skill in?

5. How do you motivate yourself to improve? Please list the most useful tips you recommend?

6. In terms of physical environment, facilities, number of students and size of classes, what changes you think are necessary?

7. What do you think students lack at the end of the program?

8. Is there any specific subjects or materials which you believe are to be added or omitted from the program?

9. What are some frequent difficulties that students have come up with?

10. In what places do(did) you look for a job?

If there is any further comments, we would really appreciate it

Appendix D - *Structured interviews with graduated students*

1. Do you think that the university degree is important for a translator?

2. Do you consider theoretical concepts of translation to be necessary for students?

3. Is there any subjects, materials or courses which focus on the demands of Translation business? Do you believe there should be?

4. What do you expect a graduate of the Translation Studies program in Master's degree to know about and have skill in?

5. How do you motivate yourself to improve? Please list the most useful tips you recommend?

6. In terms of physical environment, facilities, number of students and size of classes, what changes you think are necessary?

7. What do you think students lack at the end of the program?

8. Is there any specific subjects or materials which you believe are to be added or omitted from the program?

9. What are some frequent difficulties that students have come up with?

10. In what places do(did) you look for a job?

If there is any further comments, we would really appreciate it