

Investigating the Gap between Simultaneous Interpreter Training and Iraqi Market Needs

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Abstract

After the war in 2003, interpreting became one of the most prominent professions in Iraq. Huge numbers of interpreters were recruited to facilitate communication between military troops and reconstruction international corporations on the one hand and the Iraqi public on the other. Moreover, there was a gradual high demand for interpreters in the market to cater for the needs of the rapidly increasing foreign direct investment in many fields such as the oil industry. However, interpreter training programmes offered by Iraqi universities and several independent institutions remain as poorly designed as they have always been: they fail to meet the requirements of such social and global changes. The present study evaluates simultaneous interpreting training in Iraq. It calls for the revision, renewal, and continuous update of curricula and teaching methodology to suit the critical challenges posed by the digital modern market. It also suggests a number of possible workable solutions to improve interpreter training such as devoting well-trained teaching staff, offering specialized training programmes for the would-be interpreters, raise programme standards and the integration of technology into teaching.

Keywords, Interpreter training, curricula, social and global market

دراسة الفجوة بين تدريب المترجمين الفوريين واحتياجات السوق العراقية

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المستخلص

بعد الحرب في عام 2003 ، أصبحت الترجمة الفورية احدى اهم المهن في العراق. حيث تم توظيف أعداد كبيرة من المترجمين الفوريين لتسهيل عملية التفاهم بين القوات العسكرية والشركات الدولية من جهة والمواطن العراقي من جهة أخرى. علاوة على ذلك ، كان هناك طلب متزايد و تدريجي للمترجمين الفوريين في السوق لتلبية احتياجات الاستثمار الأجنبي المباشر في العديد من المجالات مثل صناعة النفط. على الرغم من هذا التزايد ، لا تزال برامج تدريب المترجمين الشفويين التي توفرها الجامعات العراقية والعديد من المؤسسات المستقلة ضعيفة كما كانت دائماً: فهي تفشل في تلبية متطلبات هذه التغييرات الاجتماعية والعالمية. لذلك تقيم هذه الدراسة تدريب الترجمة الفورية في العراق. فهي تدعو إلى مراجعة المناهج وطرق التدريس وتجديدها وتحديثها باستمرار لتلائم التحديات الحرجة التي يفرضها السوق الرقمي الحديث. وتقتراح أيضاً عدداً من الحلول العملية الممكنة لتحسين تدريب المترجمين الفوريين ، مثل الاستعانة بأعضاء هيئة التدريس في الجامعات و المدرسين تدريباً جيداً ، وتقديم برامج تدريب متخصصة للمترجمين الفوريين المحتملين ، ورفع معايير البرنامج ودمج التكنولوجيا في التدريس.



I. Introduction

Nowadays, there is a growing demand for competent interpreters in the Iraqi market. They are required by national and international corporations participating in reconstructing or developing infrastructural projects and income resources. For many reasons, such as security concerns and cost management, these corporations largely depend on local interpreters. To win an interpreter's position offered by these corporations, candidates have to present a graduate/ postgraduate degree or certificate in translation or interpreting (or in English). Such qualification is exclusively awarded by universities or some independent institutions. Shortly after starting their first tasks, most interpreters may discover they lack skills enabling them to successfully accomplish their assignments. This dilemma could not be personal; it could be collective. This may signal a very important fact, that is, interpreters have not obtained sufficient training in the required fields. In other words, through the academic and non-academic training they receive, interpreters in Iraq are supposed to acquire the knowledge and skills entitling them to carry on their work competently. Most of them, however, are shocked when they discover that all the lectured they have attended, the drills they prepared and the tests they passed have a minor impact on their actual performance on the ground. That is why the present article tries to evaluate (simultaneous) interpreter training. It reviews the types of interpreter training courses and institutions as well as the interpreting market needs. Primarily, it does not only try to identify the obstacles that hinder providing satisfactory interpreting services to national and international clients but also suggest remedies to overcome these obstacles. It hypothesizes that simultaneous interpreter training programmes offered by Iraqi universities and several independent institutions can partially train the-would-be-

interpreters to meet the needs of national and international clients. In other words, these programmes somewhat fail to prepare competent interpreters. Several factors such as poor curriculum, non-professional trainers, lack of appropriate equipment contribute to such failure.

The Status Quo of Interpreter Training in Iraq

There are two kinds of interpreter training in Iraq: academic and non-academic. Academic training is offered by the Departments of Translation in universities. Non-academic training, on the other hand, is offered by some independent language institutions.

Academic Training

Departments of Translation in Iraqi universities have been the major provider of interpreting services to the market. There are seven departments distributed across the country. The number of their (morning and evening studies) graduates has gradually increased to cater to the clients' needs. The quality of interpreting output these graduates provide is, nevertheless, unsatisfactory. The main reason behind such relative failure could be the inappropriate training they have received in university. Let's briefly examine the nature of this training.

First of all, Iraqi Departments of Translation do not train, but teach, interpreters. There is, of course, a recognizable difference between these two activities. These differences are creatively summarized by MacRae and Furnham (2018:143-148) as can be seen in the following table:

Table (1) The Differences between Teaching and Training

Cod e	Aspect	Teaching	Training
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1	Philosophy	Theoretical/abstract	Practical/concrete
2	Aim	Understanding	Doing
3	Context	Independent	Specific
4	Time Frame	Long term, unlimited	Short term, immediate
5	Resources	Self-initiated	Provided
6	Tone	Critical/skeptical	Enthusiastic/zealous
7	Medium	Verbal/process	Diagrammatic/models

As a teaching staff member of one of the Departments of Translation in Iraq for more than fifteen years, the researcher totally agrees with and can reflect shortly on some of the aspects underlined above. The relevance of theory to interpreting training is undeniable, practice, however, must be prioritized. In other words, it is true that interpreters should be equipped with knowledge on interpreting methods; strategies, problems, or models, but skillfulness acquired throughout real-life practice or field work is more constructive. In fact, trainee students can hardly have the opportunity to sufficiently practice because of, for example, the high number of students in the one class (about 50 in each section) or the short time (3 hours per week for each section) allocated to the course. More importantly is the unavailability of suitable equipment and setting. As it is technically well-known, simultaneous interpreters work in sound-proof booths that are equipped with devices allowing them to listen and speak roughly at the same time. None of the Departments has such facilities. If are lucky enough, students can only use language labs which neither have booths nor the appropriate software programs.

Another obstacle that hinders satisfactory interpreting is the curriculum, as there are just three interpreting courses taught at three different years. These are sight interpreting (2nd year), consecutive interpreting (3rd year), and simultaneous interpreting (4th year). The items and activities that should be covered in these courses are unclear. As can be seen in Appendix (1), the only aspect decided by the Ministerial Curriculum

Development Committee as far as simultaneous interpreting is concerned is to teach 'selected texts or videos', so that whatever experience or qualification the instructor has, s/he is given high freedom to design and apply the course. As will be reflected on shortly, course instructors rarely hold an MA or Ph.D. in Translation Studies and have little or no interpreting experience. Moreover, the Ministry of Higher Education does not have a well-organized plan to train these instructors. Such factor and many other presented below may have a negative impact on the skilfulness of trainee students who will be field interpreters.

Non-Academic Training

This kind of training is produced by institutions outside academia. The contribution these institutions offer to interpreter training seems marginal. The reasons behind such ineffectiveness are miscellaneous, among them are the limitedness of authorized institutions, the shortness of sessions and the unavailability of professional trainers, suitable training equipment or well-planned curriculum. Iraqi Translators' Association (established in 1977) and Iraq's Centre in Dar Al-Maamoun for Translation and Publishing (established in 2011) are among the very few non-academic training institutions. If you visit their websites, you can see how poor the kind of interpreter training service they provide (see Appendixes (2) and (3)). Iraqi Translators' Association(www.irtrans.org), for example, declares that one of its missions is:

تنظيم دورات تخصصية في الترجمة التحريرية والشفوية لخريجي اقسام اللغات "

(i.e. to organize specialized sessions in translation and interpreting for the graduates



from the Departments of Languages(my translation). Iraq's Centre for Translation and Simultaneous Interpreting Training (www.dar-mamoon.mocul.iq), on the other hand, holds three sessions every six months. One of them only is devoted to interpreting. The participants should have a BA in English. At first glance, it could be said that, therefore, the role of non-academic training seems not encouraging. A more objective evaluation is, however, needed. This will be profoundly tackled in the next sub-sections, but let's first shed light on contemporary interpreting market needs.

2. Contemporary Interpreting Market Needs

Interpreting industry has flourished after the war on Iraq in 2003. At the beginning, interpreters were required by international military (such as American, British or Australian) forces distributed across cities to facilitate communication with the citizens. With the gradual social and political stability and security, more interpreters were then required to work with national and international corporations supposed to rehabilitate the country's infrastructure and develop its income resources. Nowadays, interpreters are effectively participating in market growth by mediating between employers and their monolingual clients. The skills these interpreters should possess have become non-conventional, this is very clearly stated in job vacancies advertised. Below are a few extracts taken from these posts:

1. **Name of Corporation:** Mission Essential(www.missionessential.com)

Job Required: Arabic Simultaneous Interpreter/Cultural Management Advisor

Date of Post: January 2019

Job Description

Mission Essential is seeking a Senior Simultaneous Arabic Interpreter/Cultural Management Advisor who will provide professional and expert translation

support to the US Embassy Political-Military management team.

Name of Corporation: United Nations Assistance Mission for Iraq(www.uniraq.org)

Job Required: Arabic/English Interpreter

Date of Post: April 2017

Job Description

The Interpreter should have the following qualifications:

Professionalism: Ability to demonstrate a high level of concentration; split-second accuracy. Ability to work under continuous stress and deliver a clear interpretation of an exceedingly broad range of subjects. Shows pride in work and in achievements; demonstrates professional competence and mastery of subject matter; is conscientious and efficient in meeting commitments, observing deadlines and achieving results; is motivated by professional rather than personal concerns; shows persistence when faced with difficult problems or challenges; remains calm in stressful situations.

Communication: Speaks and writes clearly and effectively; listens to others, correctly interprets messages from others and responds appropriately; asks questions to clarify, and exhibits interest in having two-way communication; tailors language, tone, style and format to match audience; demonstrates openness in sharing information and keeping people informed.

As can be seen in the posts above, interpreters are required to have expertise in, for example, persistence, leadership, monitoring,

management, cultural relations, revision and analysis of documents, presentation skills and can meet tight deadlines. That is to say, the demands of Iraqi interpreting market are constantly increasing. To meet these demands, therefore, interpreter training institutions have to carry on concrete steps such as revision and improvement of their curricula. The next subsection is assigned to objectively evaluate the available training programs.

3. Evaluating Interpreter Training

Systemic evaluation of training programs can be helpful in uncovering the gap between training and market needs. It may take distinct forms, carried out at particular stages, and, more importantly, differently responded to by concerned people. Before moving ahead to reflect on the various models, however, it is significant to understand what does evaluation mean. To do this, let's examine some chronologically-organized definitions.

Goldstein (1980:2), for example, views evaluation as 'the systematic collection of descriptive and judgment information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities'. Moreover, Brown (1989:222) emphasizes that it is 'the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved'. Tyler(2010:105-106) also declares that it is 'the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction'. Similarly, Wolff et al. (2012:3) postulate that it is 'a process of gathering and analyzing information from multiple sources in order to improve student learning in sustainable ways.' Finally, Prasad et al (2016:144) underline that it is 'the systematic assessment of the worth or merit of some object or aim. It would simply mean the act of judging

whether or not the activity to be evaluated is worthwhile in terms of set criteria'.

That is to say, there are two important activities that should be covered in the evaluation of any training program: the collection or gathering of information and the description, analysis, and judgment of this information. Because the mechanisms of collection and judgment vary, different evaluation models have been suggested (Gabr, 2001a&b; Li, 2000; Kelly, 2005; Kearns, 2006; Pym, 2009; Pham and Tran, 2013 and Mahasneh, 2017). These have been applied to different contexts. For reasons that will be clearer soon, Gabr's (2001a) Comprehensive Quality Control Model (CQCM) will be adopted here to evaluate interpreter training in Iraq.

Gabr(2001a) assumes that Comprehensive Quality Control Model (CQCM) is solely based on feedback(through questionnaires) obtained from students (at reactional and learning levels) and instructors as well as observations(through interviews) by independent evaluators. It is applied to maintain four-interrelated functions:

1. Determine the successfulness of learning and transfer of knowledge.
2. Determine the appropriateness of the objectives, course content, and delivery to learning and skills transfer needs.
3. Identify the strengths (to be maintained) and the weaknesses (that need to be addressed), thus helping to improve the quality of current and future courses.
4. Determine the dis/continuance or revision of the course.

This model has two main phases: process initiation and curriculum development. Within the process initiation phase, four main

steps have to be followed in sequence: forming a team of developers; brainstorming for developers; task assignment and setting deadlines for task accomplishment. Within the curriculum development phase, on the other hand, there are two stages: pre-development and development. Identifying the market and student needs should be carried out in the pre-development stage.

Nevertheless, defining instructional objectives, preparation of material, selection of teaching methods and techniques, selection of teachers and the development of lesson plans should be accomplished in the development stage. The diagram below outlines this model (Gabr, 2001b):

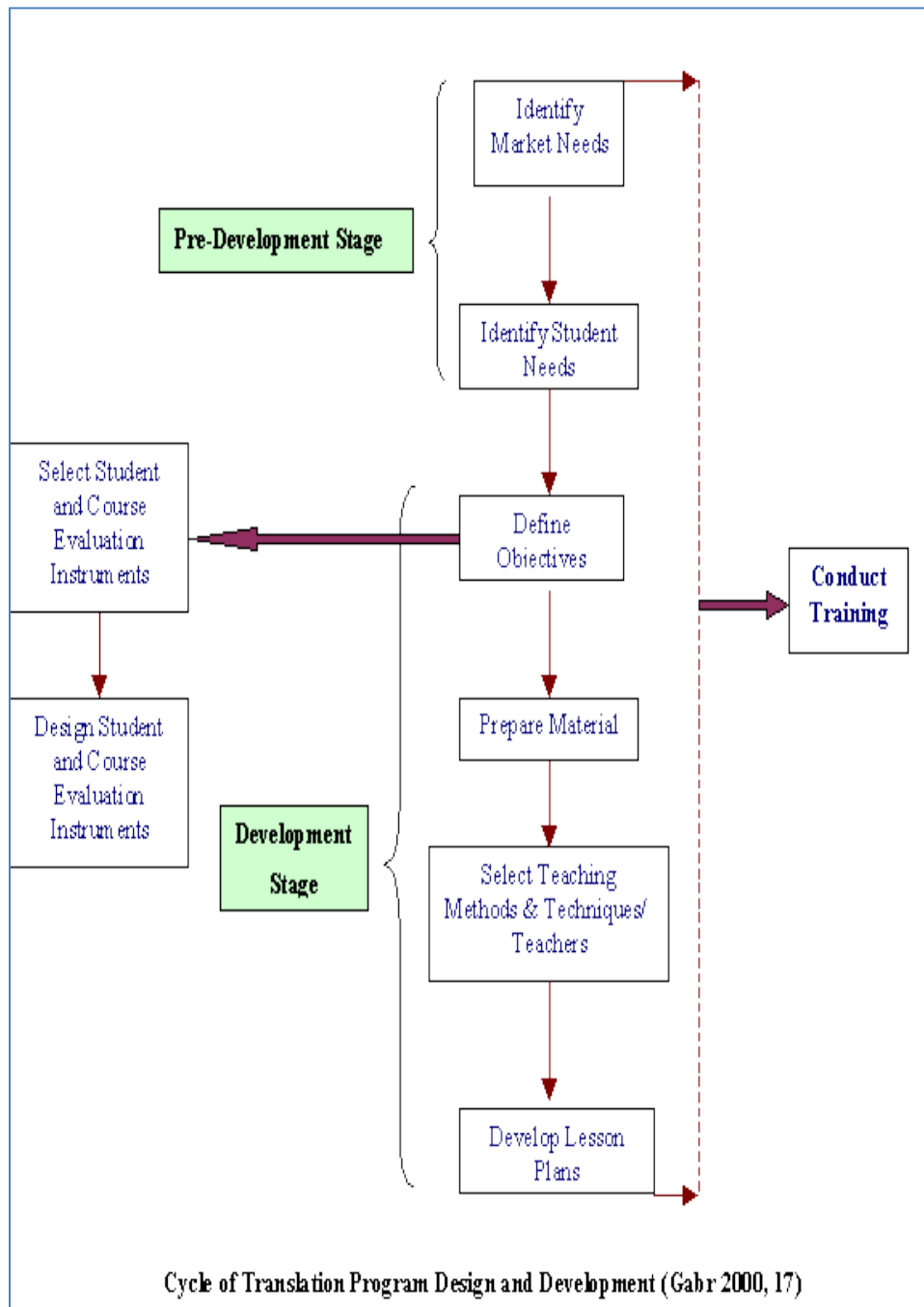


Figure (1) Cycle of Program Design and Development (adapted from Gabr, 2001b)

In order to investigate the gap between simultaneous interpreter training and Iraqi market needs, Gabr's model of evaluation has been applied. But, because the curriculum on which the training is based has already been initiated and applied for many years, the focus was on the identification of weaknesses that may have contributed to the gap. The informants were students, instructors, and independent evaluators from the Department of Translation/the University of Basra. The questionnaires and interviews have been conducted during the academic year 2017-2018. The evaluation started with the diagnosis of market needs. These have been obtained through two ways: interviewing national and international clients and an in-depth analysis of some collected job posts. In order to cater for the market needs, therefore, the simultaneous interpreter should have most of the following knowledge and skills:

1. A complete mastery of target language and in-depth knowledge of source language.
2. Use equipment, voice-over or whisper techniques;
3. Possess no impediments to travel overseas.
4. Interpret private and public meetings; implement and ensure quality control plan
5. Ability to analyze and construct facts.
6. Intellectual curiosity and integrity.
7. cultivate patience; observe and analyze culture-specific non-verbal indicators and cues.
8. Experience in working on different subjects such as politics, legal affairs, economic and social issues, human rights, finance, and administration.
9. The speed of reaction and ability to adapt to speakers, situations, and subjects; excellent interpersonal and communication skills.
10. Work in a high-threat environment; good physical condition with no health deficiencies and can pass a physical fitness agility test and a pre-employment drug screening.
11. Work collaboratively or autonomously.

12. Professional in self-monitoring.
13. Aware of technological advancements, especially CAT tools.
14. Flexible and can work even before a short notice.

The next step of the evaluation was spotting trainee students' needs. Therefore, a questionnaire has been conducted. The sample consisted of 30 students. They have been randomly selected (sex differences were not taken into consideration). They were asked to answer 13 questions within 40 minutes. The questions and the results obtained are outlined in Appendix (4). Statistical analysis of the feedback showed the following weaknesses:

1. The weekly(3 hours) allocated for the course are insufficient. Moreover, the course itself is very short. Therefore, many students could not have the opportunity to practice in the class to improve their skills (each class consists of 40-50).
2. The course is not suitable to the students' level: it is above their level, as it mistakenly viewed them to be skillful in English. It also does not take their needs into consideration.
3. The material presented in the course is relatively irrelevant. It is selected(by instructors) in a way that diverts from the course objectives. Further, it does not reflect market needs.
4. Teaching methods are not helpful: they are theoretical. Therefore, the instructor's style is unsatisfactory. Moreover, the teaching environment is not supportive: there is no interpreting equipment or booth. In addition, there are no field visits.

Instructors' feedback was then obtained. The sample consisted of 10 participants (they must have taught simultaneous interpreting at least



for one year). They were asked to take 13 questions within 40 minutes. The questions, as well as the answers, are summarized in Appendix (5). Analyzing the feedback pointed out the following shortcomings:

1. Instructors do not often hold a Ph.D. or an MA in Translation or Interpreting Studies. They occasionally work as simultaneous interpreters. They do not regularly attend training sessions, especially those given by professional interpreters.
2. They neither evaluate nor give their students the opportunity to evaluate the course. In this respect, they are aware that the content of the course does not reflect the market needs.
3. The course is old-fashioned. It is neither thoroughly revised nor improved.
4. There are obstacles that prevent the students from participating in the class activities, such as a large number of students in the one class, the incompetence in English, and the unavailability of proper equipment.

The last kind of feedback has been attained throughout interviewing independent observers such as past and present heads of department, coordinators, and course instructors (other than those teaching simultaneous interpreting). They pointed out the following deficiencies (full transcripts of the interviews are in Appendix (6)):

1. Students in the Department of Translation have a weak competence in English, this, of course, has a very negative impact on their listening, understanding, analysis and reproduction of messages from or into this foreign language not only in simultaneous interpreting course but even on their overall performance after graduation.
2. The length of the course and number of hours devoted are insufficient, as the number of students in each class is large (40-50), so a student may have the opportunity to participate only once or twice in each course.

Lack of labs and suitable equipment impede students' acquisition of relevant skills, such as self-monitoring and stress management.

Curriculum designers tend to underestimate the contemporary interpreting market needs. They also seem to overlook technology-based instructors training.

5. Conclusion

The thorough study of interpreter training programs in Iraq reveals the following drawbacks:

1. The present program suffers from a number of deficiencies, such as:
 - a. Instructors are immaturely given the freedom to decide the teaching method and materials. Such freedom is risky as many instructors neither hold a degree in interpreting nor specialized in interpreting training.
 - b. The unavailability of proper training equipment and software.
2. The limitedness of time allocated to the course.
3. The high number of trainee students in each class.
4. No room is devoted to the students, instructors, independent observers, and clients to evaluate the course.
5. Students are not categorized according to their mastery of the foreign language (i.e. English). They do not get an onsite interpreting experience because there are no field visits.
6. They do not undergo a supplementary training in, for example, stress management, politeness in intercultural communication, eloquence, ethics, confidentiality, and safety.
7. There is a wide gap between simultaneous interpreting training and market needs. This gap is generated by the unsuccessful, need-



based curriculum planning. For example, no links are established between curriculum designers and national and international clients.

6. Recommendations

1. Before they start taking the course, students have to undergo a placement test to identify their competence in English. They could be then divided into three distinct groups. Each group has to undergo a specifically designed training.
2. Instructors should either hold an MA or a Ph.D. degree in interpreting or professional simultaneous interpreters who have, at least, five-year experience. Both must attend annual training sessions.
3. Departments of Translation should have interpreting labs. These should be fully equipped with booth and simultaneous interpreting system (control panel, microphones, amplifiers, and headphones).
4. Curriculum designers are advised to establish direct and efficient channels with the clients, students, instructors, and independent observers in order to adapt the training program into their needs. That is to say, designers can follow the successive steps suggested by Gabr in order to improve interpreter training in the country.
5. Onsite interpreting practice should be a requirement that trainee students have to attend to pass the course.

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Appendix (1) The Curriculum of Iraqi Departments of Translation



Department of Translation Syllabus

First year

No.	Subject	Hours	Credits
1	Principles of Translation into Arabic	2	4
2	Principles of Translation into English	2	4
3	English Grammar	3	6
4	Composition	2	4
5	Comprehension	2	4
6	Pronunciation	2	4
7	Literary Texts	2	4
8	Arabic Grammar	2	2
9	Human Rights and Democracy	1	2
10	Computers	3	4
	Total	21	38

Second Year

No.	Subject	Hours	Credits
1	Translation into Arabic	3	6
2	Translation into English	3	6
3	Sight Interpreting	3	6
4	English Grammar	3	6
5	English Novel	2	4
6	Conversation	2	4
7	Arabic Grammar	2	4
8	English and Arabic Lexicography	2	4
	Total	20	40

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Third Year

No.	Subject	Hours	Credits
1	Translation into Arabic	3	6
2	Translation into English	3	6
3	Consecutive Interpreting	3	6
4	Linguistics	2	4
5	Comparative Grammar	2	4
6	English Drama	2	4
7	Conversation	2	4
8	Administrative and Business Translation	2	4
9	Methods of Research	1	2
	Total	20	40

Fourth Year

No.	Subject	Hours	Credits
1	Literary Translation	3	6
2	Translation Theories	3	6
3	Simultaneous Interpreting	2	4
4	Scientific Translation	2	4
5	Comparative Grammar	2	4
6	English Semantics	2	4
7	Audiovisual Translation	2	4
8	Media Translation	2	4
9	Legal Translation	2	4
10	Graduation Research	2	2
	Total	22	42

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Appendix (2) Website of Iraq's Centre for Translation and Interpreting

إعلان دورات

يعلن مركز العراق للتدريب على الترجمة التحريرية والفورية في دار المعلمين للترجمة والنشر إحدى تشكيلات وزارة الثقافة عن الدورات التدريبية في الترجمة التحريرية والفورية للنصف الثاني لسنة (2017) فطلي الراغبين بالإشتراك من القطاع الخاص والأهلي، مراجعة وزارة الثقافة / دار المعلمين للترجمة والنشر، والإطلاع على شروط وتعليمات الاشتراك والتسجيل في الدورات المعان عنها على العنوان ألتاد:

وزارة الثقافة والسياحة والآثار / شارع جفنا ط 3
بداية 5323315 / 5323315 داخلي / 781

8/8/2017

دورات تعليمات الاشراف على الدورات التي يقبها المركز التدريبي للترجمة في دار المعلمين للترجمة والنشر وزارة الثقافة والسياحة والآثار (النصف الثاني لسنة ٢٠١٧)

- ١- يجب كتابة الترشح باسم الشخص المرشح من جهة الانتماء معنون الى دار المعلمين للترجمة والنشر العراقية التدريبي للترجمة
- ٢- ان تكون مهلة التقديم بحدود اسبوعين الى وزارة الثقافة / دار المعلمين للترجمة والنشر.
- ٣- يكون اليوم الالسي في الدورات الساعة ٢٠٠٠ صبيحة وينتهي الساعة ١٢ ظهرا ويشترط الالتزام بالحدود والوقت المحدد للدورة
- ٤- يجري اختيار في بداية الدورة بتحديد مستوى المشاركة في اللغة وتحدد عدد المشاركين في الدورة
- ٥- خلافا على المشاركة بموضوع الدورة ويقبل في الدورة المشاركة بالعمل على شهادة المكالمة او الفيديو ولتقت الايجابية ضمن خطها في جدول الدورات العراقي لهذا (يستثنى من ذلك دورات التالار).
- ٦- يتوقع المشاركة بحدود ١٠٠٠ ساعة في اللغة المطلوبة بالدورة
- ٧- يختار المركز عن استكمال المشاركة في احد اللغات التالية:
أ- اللغات: نسبة مهلة ١٠٠% من مجموع ساعات الدورة
ب- عدم استكمال متطلبات الدورة: في حال عدم إتقانها بالدورة أو لم يوافق الامتحان النهائي أو مخالفة لبروتوكول الدورة (الفترة * االتالار)
ج- حصوله على درجة أقل من ٥٠% في الامتحان (الفترة * االتالار)
- ٨- فتح مهلة اختيار الدورة للطلاب المنجح في الامتحان الذي يجري في نهاية الدورة (١٠٠ ساعة) درجة النجاح ٥٠%

Appendix(3) Website of Iraqi Translators Association

The screenshot shows the homepage of the Iraqi Translators Association. At the top, there is a header with the association's name in Arabic and English, and its founding year (1970). Below the header, there are navigation menus for RSS, site search, and various services. The main content area includes a search bar, a large visitor map, and social media links for Facebook and YouTube. A central text block reads: "ترحب جمعية المترجمين العراقيين بجميع المراجعين في موقعها الكائن في بغداد، شارع فلسطين قرب ساحة الموال، طما أن دوام الجمعية يومياً من الساعة التاسعة صباحاً إلى الساعة الثالثة بعد الظهر وفي أيام الخميس من التاسعة صباحاً وحتى الواحدة ظهراً - ولا دوام للجمعية أيام الجمع والعطل الرسمية." Below this text is a logo for "مكان" (Place) and the association's name. A sidebar on the right contains a list of services and contact information.

The screenshot shows a questionnaire form titled "الخدمات التي تقدمها جمعية المترجمين العراقيين". The form is divided into three columns. The left column contains navigation and search options. The middle column contains the questionnaire questions, and the right column contains the association's logo and contact information. The questions are as follows:

1. ترجمة قانونية معتمدة من العربية الى اللغات الأجنبية كافة وبالعكس وفي جميع الطول المعرفية والاختصاصات، منها القانونية والإعلامية والعلمية والأدبية والطبية والهندسية.
2. ترجمة قانونية معتمدة من لغة أجنبية الى لغة أخرى.
3. مترجمون فورزيون متخصصون في الترجمة الفورية في المؤتمرات والنزوات.
4. تنظيم دورات تخصصية في الترجمة التحريرية والشفوية لخريجي أقسام اللغات.
5. تنظيم دورات تطويرية في تعليم اللغات الأجنبية الحية.
6. تنظيم دورات اختبار الكفاءة باللغة الإنكليزية وغيرها من اللغات الحية.
7. تنظيم امتحانات خاصة للوصول على عضوية الجمعية لغير خريجي أقسام اللغات.
8. رفاة دوائر التولية والمؤسسات الرسمية وغير الرسمية بالمترجمين وفي الاختصاصات كافة.
9. مكتبة تخصصية تضم قواميس ومعاجم نادرة في معظم اللغات العالمية.

Appendix (4) Questionnaire Form Showing Students' Answers



Code	The Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The weekly hours allocated for the course are sufficient.	0	10	0	20	0
2	The length of the course is satisfactory.	0	7	0	23	0
3	The course is suitable to students' level.	0	12	0	18	0
4	The course objectives take into consideration students' needs.	0	9	0	21	0
5	The material presented in the course is relevant.	0	13	0	17	0
6	The material is selected in a way that meets the objectives of the course.	0	14	0	16	0
7	The teaching method is efficient and helpful.	0	8	0	22	0
8	The teaching style is satisfactory.	0	9	0	21	0
9	The learning environment is very supportive.	0	6	0	24	0
10	Students are given the opportunity to evaluate the course.	0	3	0	27	0
11	The performance of the instructor is satisfactory.	0	14	0	16	0
12	The objectives of the course have been met.	0	13	0	17	0
13	The items of the course are relevant to the market needs.	0	4	0	26	0

Appendix (5) Questionnaire Form Showing the Instructors' Answers

Code	The Question	Never	Not Very Often	Often	Regularly	Always
1	The instructor holds a degree in Translation/interpreting Studies.	0	7	3	0	0
2	The instructor works as a simultaneous interpreter.	6	2	2	0	0
3	The instructor attends training sessions given by professional interpreters.	8	1	1	0	0
4	Instructors take part in evaluating the course.	7	2	1	0	0
5	The instructor gives the students the opportunity to evaluate the course.	8	1	1	0	0
6	The content of the course reflects the market needs.	7	2	1	0	0
7	Course designers revise and improve materials and activities involved.	8	2	0	0	0
8	The time allocated to the course is sufficient.	6	3	1	0	0
9	There are obstacles that prevent students from participating in the activities.	1	1	1	6	0
10	Suitable equipment and facilities are available to students.	7	1	2	0	0
11	Students are provided with knowledge of relevant models and theories.	2	7	1	0	0
12	Students have an appropriate competence in English.	6	2	2	0	0
13	By the end of the course, students' skills and knowledge are satisfactory.	6	3	1	0	0

Appendix (6) Some Extracts taken from Interviews with Independent Observers (translated into English by the researcher)

عدد الدروس المخصصة لتطوير مهارات الطلبة في الترجمة الشفوية قليلة جدا لذا يمكن ان يحدث فرق في مستوى المهارات المكتسبة عند زيادة عدد هذه المواد وساعاتها.

The number of courses devoted to the development of students' skills in interpreting is very low, so there can be a difference in the level of skills acquired when increasing the number and duration of these courses.

مستوى اللغة الانجليزية لدى الطلبة المقبولين في قسم الترجمة غير مشجع لذلك يجب اعتماد الية افضل يتم من خلالها اختيار الطلبة.

The level of English for students admitted to the Department of Translation is not encouraging, so a better mechanism should be adopted in the selection of students.

ينبغي على لجنة تطوير المناهج اجراء استفتاءات سنوية لمعرفة متطلبات سوق العمل لإدخاله ضمن المناهج.

The Curriculum Development Committee should conduct annual questionnaires to identify market requirements for inclusion in the curriculum.

يعاني قسم الترجمة من كثرة اعداد الطلبة في الصف الواحد مما يصعب تطوير مهارات الطلبة المكتسبة.

The Department of Translation suffers from a large number of students per class, which makes it difficult to develop the skills of the students.

does not have suitable laboratories to train students, which requires the teacher to follow the traditional methods.

الية قبول الطلبة في اقسام الترجمة لا تأخذ بنظر الاعتبار مهارات المتقدم والتي يجب تحديدها من خلال اقامة اختبار شفوي وتحريري.

The students' acceptance mechanism in the Departments of Translation does not take into consideration the applicant's skills (which must be determined by establishing an oral and written test).

الكثير من مدرسي مادة الترجمة الفورية لا يحملون شهادة في دراسات الترجمة.

Many instructors of simultaneous interpreting do not hold a degree in translation studies.

لا تتوفر لدى الكلية مختبرات مؤهلة لتدريب الطلبة مما يفرض على الاستاذ اتباع الطرق التقليدية.

The college