تحليل لبرنامج الترجمة القانونية قائم على المنهج الدراسي: قسم الترجمة في جامعة جيهان انموذجاً

Curriculum Based Analysis of Legal Translation Program in Dept. of Translation: Cihan University as a Case Study

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الملخص:

لا جدال في أن دراسات المناهج تقوم بدور حيوي في تعليم الترجمة وتعلمها، اذ انها تمثل احد المكونات المهمة، بل حجر الزاوية في مكونات هذا المجال. وتؤدي خطط المنهج الدراسي وبرامجه دوراً مهماً في تصميم البرامج على نحو كامل في الأقسام العلمية عموما وأقسام الترجمة على نحو الخصوص. وفي وقتنا الحاضر، وبسبب ما نشهده من تقدم علمي وتطور في التكنولوجيا؛ بتنا نلحظ ان الناس يتفاعلون مع بعضهم البعض على نطاق اوسع من ذي قبل، ما يمكن أن يشي ايضا بأن التواصل بات أكثر أهمية من أي وقت مضى. غير أن عملية التواصل هذه قد تتعرقل لعدم معرفة طرفي التواصل بلغة بعضهما البعض. ومن هنا يأتي دور الترجمة وما لها من اهمية كبيرة في تمكين عملية التواصل، وتبرز ضرورة وجود الاكفاء من المترجمين القادرين على الاضطلاع بمهامهم في جميع ميادين/أنواع الترجمة على نحو عام وفي مجال الترجمة القانونية على نحو الخصوص، ومن هنا ينبغي أن يكون الهدف النهائي لجميع مناهج الترجمة، وبدء من قاعة الدرس، هو خلق مترجمين محترفين قادرين على تلبية معايير/ احتياجات سوق الترجمة.

تهدف هذه الدراسة الى تسليط الضوء على أهمية الترجمة القانونية جزءاً من منهج الترجمة بأكمله، اولا ، وفيما إذا كان برنامج الترجمة القانونية المعتمد في قسم الترجمة سيلبي متطلبات سوق الترجمة وما يتوقعه من المترجمين القانونيين الذين تخرجوا من هذه الاقسام، ثانيا،، والكيفية التي توزع الترجمة في العراق برامجها على السنوات الأربع من منهج الدراسة، ثالثا. يسلط البحث الضوء على قسم الترجمة في جامعة جيهان بوصفه انموذجا لدراسة حالة، وسيتعرض الى المناهج الدراسية للسنوات الأربع في القسم، مع التركيز تركيزا خاصا على برنامج الترجمة القانونية فيه.

الكلمات المفتاحية: تعليم الترجمة وتعلمها، الترجمة القانونية، دراسات المناهج، تدريب المترجم

Abstract:

It goes unquestionable that curriculum studies play a vital role in translation pedagogy as they represent one of the corner-stone ingredients of this field. Curriculum and syllabus plans play an important role in designing the whole programs at scientific departments in general and translation departments in particular. Nowadays, and due to the scientific advances in technology; we may see that people are interacting with each other extensively. This can tell that communication is more crucial than ever. However, the communication process might be hindered due to the ignorance of the other language involved. From this point, the role of translation will be very important and as a result there should be quite enough competent translators (in all fields/ types of translation in general and in the field of legal translation in particular) that can shoulder the task of this process of communication. The ultimate aim of all translation curricula should be, right from the class, to create professional translators capable of meeting the translation market norms/ needs.

The aim of the present paper is to shed light on the significance of legal translation as part of the whole translation curriculum, how it is deployed therein through the four years of study in the departments of translation in Iraq, and whether the legal translation program(s) set would address the demands made by the translation market on the legal translators graduated. The department of translation at Cihan University will be spotlight as a case study and its curriculum for the four years will be highlighted with a special focus on its legal translation program.

Keywords: Translation pedagogy, legal translation, curriculum studies, translator training

1. Introduction

As mentioned above and due to the ongoing technological advances, the world now is like a small village where everything is at the hand of each individual with just one click away. This, as a result, has made people more likely to get rid of the traditional barriers associated with language and culture in order to cope with this unstoppable development. The issue of fast developments and advances has enhanced the efforts and the work of the professionals in the field of language who are able to promote this process of progress of learning in languages in general and translation in particular. Therefore, one of the tasks of the curriculum designers at translation training

programs at departments of translation is to render the whole curriculum and programs updated as far as technology is concerned and to make them professionally viable enough as to be incorporated in translation classes (Kelly, 2014: 62). This will lead to develop, for instance, on-call-duty translators; those who can respond swiftly and with ultimate efficiency to the translation client. This facet of translation is offered nowadays in the translation market and is highly demanded by translation customers. To mirror this on the translator professionally, it should be noted that this thing cannot be realized easily unless the respective translation departments duly design the required curriculum (and the programs therein). But, at the same time, it should be borne in mind that this curriculum-designing process is not solely related to the trainer or the curriculum designer; there are other players in this process/context, starting from those who/which need (benefit from) the translation product and their expectations (namely, the clients), and not to potentially end with the policymakers, the public institutions, the Ministry of Higher Education itself (for instance, in countries where centralization is still in action as a rule of law), the students, or potentially any other dictating ideologies. The different players in this process may lead to confuse the whole process of curriculum designing and may create inappropriate translation programs that will produce poorly empowered translators who cannot deal with the above mentioned issues related to the translator training and/or the translation-market (see Freihoff, 1995:150). On the opposite, if the translation curriculum/program designers (generally speaking) understand the role(s) the above players have in the whole process, that will definitely yield a very efficient curriculum/program that can meet the demands of the translation market with highly skilled translators who are well informed about their tools. It is worth to mention that the same things can be considered and applied when it comes to the teaching of legal translation.

Legal translation is one of the most important fields in the context of translation programs and until now it has not been paid the attention it deserves in the training institutions that aim to prepare the required skillful translators who can properly handle, for instance, very subtle terms that may have legal consequences in case they are rendered carelessly. Unfortunately, one may notice that legal translation in the training programs of translation departments is set/ taken at the senior level only (in the case of Dept. of Translation of Cihan University, semesters seven and eight of the fourth year, see below) without any due preparation for student translators in the previous academic years at the university. Therefore, it is a must for the curriculum designer of any concerned translation program to take into account the advances/ updates

taking place in the translation market to this very special type/ field of translation; he/ she has to redesign the whole curriculum (and consequently the four-years programs) in a way that guarantees introducing the fledgling trainees to the basics of each program, bringing them to the advanced level logically, gradually, smoothly, and interdisciplinarily integrating each program with others.

This can lead us to the idea of curriculum/ program designing. And this idea is not totally new but now it is gaining more attention for the reasons mentioned above (Kelly, 2014: 18).

1. **The Concept of Curriculum and Syllabus:**

Nowadays, many people may confuse these two terms as they have the same meaning and people use them interchangeably (Smith, 2000: 6). Therefore and before the researchers start to tackle the main theme of this research, it is suitable to start defining both terms in order to be on solid ground and understand the difference between them. Curriculum normally refers to "… the overall plan and framework of an educational program, institution, or course" (Smith, 2000: 9). Normally, the curriculum includes all the intended learning experiences, objectives, content, teaching methods, assessment strategies, and resources designed to facilitate the educational journey of students. Therefore, it is considered as a comprehensive and holistic concept that takes into account the entirety of what students are expected to learn and how they will engage with the learning process. On the other hand, a syllabus is generally defined as "a plan that states exactly what students at a school or college should learn in a particular subject", (see Matejka & Kurke,1994). It is a document that outlines all the essential information about topics in a college course, a weekly schedule, and a list of tests, assignments, and their associated weightings.

It serves as a roadmap for students, outlining the course's objectives, topics or units of study, reading materials, assignments, assessments, grading criteria, and sometimes even classroom policies and expectations. Essentially, the syllabus offers a clear overview of what students can expect from the course and what will be required of them to successfully complete it. From the above two definitions, it is clear now that curriculum is the broader educational plan that includes all the learning experiences and components of a specific program, while the syllabus is a more focused document that normally provides

specific details about a particular course within that curriculum (Slattery & Carlson, 2005).

Turning into the main theme of this paper; that is curriculum design in translation, the scene is not that very much different from what has been encoded in the definitions of syllsbus above. Curriculum in this sense refers to the structured and comprehensive plan that outlines the scope, objectives, content, methodologies, and assessment strategies for educating future translators. It encompasses the selection of topics, courses, and learning experiences designed to develop students' linguistic, cultural, technical, and ethical competencies required for effective translation practice. Syllabus, on the other hand, is designed in a translation course, to be a detailed document specific to a particular translation field or subject; it outlines the individual course's teaching material, learning outcomes, themes, translation genres, theoretical concepts, practical exercises, reading materials, assessment methods, and other pertinent details. The syllabus acts as a guide for students, offering a clear roadmap for their learning journey in the context of translation (Pym, 2010, Venuti 2008, and Baker 2011). As a result, the syllabus is understood here as "a specification of what to be taught in a translation program and the order in which it is to be taught" (Pym, 2010: 34). This indicates, as a result, that the curriculum in translation teaching can stand as "a plan for action that includes strategies for achieving desired goals or ends" (Ornstein and Hunkins, 1998: 6).

It can be understood from the previous discussion that curriculum and syllabus design can play a vital role in the field of teaching translation by providing a structured framework for educating aspiring translators. A well-designed curriculum and syllabus, as mentioned earlier, can ensure that students acquire the necessary theoretical knowledge, practical skills, and cultural awareness essential for successful translation practice. In addition, a carefully crafted curriculum in Translation Studies ensures that students are exposed to a wide spectrum range of topics, including translation theories, linguistic analysis, cultural studies, technology integration, and potentially others, depending on the perspective curriculum designers adopt with regard to the translation/translator competence. This comprehensive method of curriculum design enables students to develop a holistic understanding of the multifaceted nature of translation as stated earlier in the introduction (see also Pym, 2010). In addition, the good preparation of curriculum design can also create a balance between theoretical foundations and practical application in any translation course. A robust syllabus, on the other hand, outlines hands-on translation

exercises, allowing students to apply theoretical concepts to real-world scenarios. This balance nurtures critical thinking and problem-solving skills where they are crucial for an effective translation learning process (Venuti, 2008).

Curriculum design can also assist in another important aspect that is considered crucial in the field of translation, namely, culture where some theorists in translation studies considered both culture and translation as two faces of one coin. Therefore, a good curriculum entails the importance of cultural competence in translation while the syllabus may include modules on cross-cultural sensitivity, intercultural communication, and understanding cultural nuances of the desired translation course. This equips translators with the ability or competence to convey messages accurately while respecting cultural differences (Baker, 2011).

Furthermore, a curriculum's focus on language proficiency ensures that students possess a high level of proficiency in both source and target languages. This foundation is crucial for capturing nuances, idiomatic expressions, and cultural references, leading to accurate translations. Furthermore, no one nowadays can ignore the role of technology as stated earlier in the abstract and how it is important to take this aspect into each corner of our life. Therefore, incorporating technology in the curriculum prepares students for the digital age. A well-structured syllabus introduces translation tools, machine translation, and computer-assisted translation systems. This exposure enhances efficiency and adaptability in translation workflows.

In addition, curricula and syllabi should address ethical considerations in translation, including issues of bias, confidentiality, and representation. These discussions foster ethical awareness, guiding translators to make responsible and culturally sensitive decisions (Pym, 2010: 98).

It is worth mentioning that the emphasis of curriculum on quality in translation should be reflected in the respective syllabi, where assessment methods ensure that students produce accurate and culturally appropriate translations. This commitment to quality enhances the credibility of translated materials.

All this kind of arrangements in curriculum design will lead definitely to prepare skillful translators for various domains and genres, such as literary, legal, medical, and technical translation. Syllabi tailored to each course provide specialized knowledge and skills needed for specific translation challenges.

It can be concluded from the above discussion that curriculum is more comprehensive than syllabus and it can include the development of specific translation program. The most important aspect in any curriculum design is how it is planned, who are involved in preparing it, and the process of implementing it and evaluation at the end. As far as the topic of the present paper is concerned, the curriculum design should also depend mainly on the level of students and the needs of the market in order to create a workable curriculum that can go along with the syllabus included where they are both prepared for the aim of preparing that skillful translators who can deal with any possible task they may assigned for. As a result, the core concept in the destining process of the curriculum is the student as the ultimate goal of the whole process. As a result to this, it is important to bear in mind that any process of learning to the student should be filtered via knowledge that can make him able to reach the required point appropriately and all that is based on a successful curriculum design that has been set in advance taking into consideration all the actors who should be involved in order to reach this ideal curriculum course.

As far as the subject of legal translation is concerned, it can be said that it has been taught at different departments of translation at Iraqi universities and our case study is not an exception. It is the education in the legal field as well trainees in order to come up with the required response to any task assigned to them during their study or in the future when they will work professionally after graduation. It can be said in this regard that this is the ideal situation in teaching this important subject based on a curriculum that has been prepared based on the previous discussions and it did not forget the subject of legal translation.

2. **Studies of Curriculum Design:**

As stated earlier, the concept of curriculum and curriculum design are not totally brand new, but at the same time it is worth to mention that both concepts are currently gaining more reputation in different fields of education and that is due to the current technological advancement as stated earlier in the introduction. The nature of these concepts is normally prepared by the scholars/ experts in the field they are specialized in and the purpose behind that is to reach the ultimate function of the aim in any training institution and departments of translation are also considered training institutions in this sense. The main aim behind setting up a workable curriculum is normally to reflect the necessities of everyday life's needs into a scientific environment in order to make the learner/ student to be involved in the process practically. The main

obstacle in this path that can face the designing of any curriculum is the shortages in verifiable resources (Pym, 1998: 34). If we are simulating this claim, the designer of the curriculum during the process of preparation for the legal translation program should take into consideration many factors like: the level of the students enrolled at this specific department, the market needs, the formal process of designing the program that should be done through a scientific committee, and many other factors. A problematic issue that can face the curriculum designer that plays an important role is that of the lack of authentic resources as states earlier by Pym. This is considered a very important point since that everything related to the subject will be shown in the curriculum design and following that the syllabus which is prepared based on the agreed curriculum and in our case is the subject of legal translation. This as a result will lead the teacher to gather materials from different resources that is supposed to be relevant to his work from different views in schools of translation studies like the concept of formal and dynamic equivalence and which strategy should be selected in this special type of translation; as well as some ideas related to the teacher which might not be related to the ultimate goal of achieving a skillful independent legal translator that is ready for any task after graduation.

Furthermore, the changes that the field of translation studies witnessed related to the advancement in technology as stated earlier have also impacted the way to design a curriculum where this option can be referred to the technological tool in curriculum design. Therefore, it is crucial for all departments of translation at Iraqi universities who are following the traditional way of designing the translation process and design like the use of (pen and paper method) to leave this way and to shift to the next level in designing the curriculum which as a result a shift in teaching translation whether on the theoretical or practical level where this means practically to adopt the new trends in translation studies related to technology. We may see that the field witnessed a huge leap from the time of 2000s till nowadays and the main reason behind that is the advancement of technology that touches all aspects in our life.

3. **Analysis and Discussion of the Official Curriculum at Cihan University/ Dept. of Translation, Erbil/ Iraq**

Cihan University is a multi-campus one that is located in Erbil, Duhok and Suliamni. This university is a private university which consists of many colleges and departments including Dept. of Translation within the affiliation of College of Arts and Letters. The university was established in 2007 and

since that time the university is gaining more fame in the scientific environment in the Region of Kurdistan and Iraq as well. The curriculum of this department was chosen as a case study in this paper. It is designed for Bachelor's level, granting students with a degree of B.A in translation. The curriculum, as it is going to be shown shortly, was set and prepared based on the consultations and discussions of the university's staff before establishing the department. The staff also showed the various B.A translation programs from other Iraqi universities like Mustansiriyah University and Mosul University. The curriculum of this department was set for four years of study where the student after completing the requirements of all programs of the curriculum is going to be awarded the degree of B.A in Translation and this degree is accredited in the region of Kurdistan and Iraq as well.

To be more specific and to highlight the focus of the present paper, the subject of Legal Translation is being taught at senior (fourth) year. First, the researchers will present the curriculum and the syllabus and then they are going to discuss the inclusion of the subject of legal translation in fourth year only without any foregrounding of any basis for the students in the previous three academic years that precedes the senior level. The researchers would like to submit their appreciation for the head of department to provide the details of the curriculum.

4.1 Presentation of the Curriculum/Programs at the Department of Translation at Cihan University:

This four year program for students offers a unique experience for the students to study translation studies and to be specialized in translation from English into Kurdish and vice versa. In addition, the department offers the same program for Arab students who are wishing to obtain a bachelor degree in translation studies from Arabic into English and vice versa. The aim of their curriculum is to provide an appropriate education which will yield professional translators who can adapt according to the needs of the market. They encourage passionate and hardworking students to join this program in order to get a multilingual and multicultural environment (English, Kurdish and Arabic) and experience.

4.2 The Four Year Detailed Curriculum:

Below is the detailed plan of the curriculum:

CIHAN UNIVERSITY-ERBIL

Bachelor's level- Honors Bachelor degree in Translation

Level	Semester	No.	Module Title
UGI	One	1	Grammar I
		2	Composition
		3	Listening and Speaking I
		4	Phonetics I
		5	Academic Debate
		6	Computer Skills
		7	Kurdistan Studies
			Kurdish Language

	Semester	No.	Module Title
	Two	1	Grammar II
		2	Comprehension
		3	Listening and Speaking II
		4	Phonetics II
		5	Introduction to English Literature
		6	Academic Computing
		7	Kurdish Syntax
			Arabic Syntax

Level	Semester	No.	Module Title
UGII	Three	1	Translation from English I
		2	Translation into English I
		3	Principles and Methods of Translation I
		4	Sight Translation I
		5	French I
		6	English Syntax
		7	Academic Writing

	Semester	No.	Module Title
	Four	1	Translation from English II
		2	Translation into English II
		3	Principles and Methods of Translation II

4	Sight Translation II
5	French II
6	Morphology
7	English Narrative

Level	Semester	No.	Module Title
	Five	1	Translation Practice I
		2	Consecutive Interpreting I
		3	Contrastive Grammar
		4	Advanced Writing
		5	French III
		6	Linguistics I
		7	Research Methods

Semester	No.	Module Title
Six	1	Translation Practice II
	2	Consecutive Interpreting II
	3	Machine Translation
	4	English Drama
	5	French IV
	6	Linguistics II
	7	Audiovisual Translation

Level	Semester	No.	Module Title
	Seven	1	Literary Translation I
		2	Simultaneous Interpreting I
		3	Translation and Interpreting Theories
		4	Legal Translation I
		5	Media Translation I
		6	Scientific Translation
		7	Graduation Project

Semester	No.	Module Title
Eight	1	Literary Translation II
	2	Simultaneous Interpreting II
	3	Translation Criticism
	4	Legal Translation II
	5	Media Translation II
	6	Medical and Technological Translation
	7	Graduation Project

4.2 .1 The Description of the Course
First Year/ first course:
<u>Grammar I</u>

The main aim of this course is to make the freshman aware of the basic issues of English grammar.

Composition

The reason behind including this topic at the first year is to give the student the opportunity to be familiar with the basic skills of how to compose and write in English which is going to be a fundamental requirement in the translation tasks

Listening and Speaking I

This introductory topic will aid the students the basics of conversation in English and how to interact in situational dialogues.

Phonetics I

This is a course that is concerned with the discipline of phonology and how to produce a better pronunciation in conversation. This course will allow the students to understand how phonetics is composed and pronounced in order to understand native speakers.

Academic Debate

This course can be considered as a free space for the students to represents their ideas concerning any current topic in English. This debate is normally done with other students from other groups or other departments from different universities. The aim here is to make the student to feel confident when he is speaking in English and the process of giving his opinion.

Computer Skills

This is a technical course where students normally deal with basic technological issues in computers and how to use programs that can aid their work in translation process.

Kurdistan Studies

This is a cultural topic that normally deals with cultural studies that is related Kurdish Language/ Arabic Language.

First Year / second course:
Grammar II

In this course, the student/ trainee will be able to deal with more advanced grammatical issues that can help him to understand the nature of the grammar in English.

Comprehension

This addition of this subject is to make the student aware of how to understand English without reference to his mother tongue language (i.e. Arabic or Kurdish is concerned to that effect). This will lead the student/ trainer to understand English as it is, as a first step in the translation process.

Listening and Speaking II

This is the second part from the first course, in this second part, the student/ trainer will be exposed to more situational dialogues that can help him to develop his two skills in listening and speaking. At the end, the student/ trainer will be also asked to perform interpreting in his professional life after graduation.

Phonetics II

The student/ trainee will be able to be to distinguish, in the second part of the subject, the most related issues to phonology and how to differentiate accents in English.

Introduction to English Literature

This subject is imported from department of English. The aim of it is to show the student/ trainee how literature is written and the condition related to it. It will help him/ her to understand how literary translation (in more advanced level) can be performed.

Academic Computing

This subject like the one in the first course is related to technological advancement and the student can practice many applications like Office and

Internet Explorer. These skills are definitely helpful for the student to develop his skills in doing practical translation.

Kurdish Syntax

This course is aimed for students whose mother tongue language is Kurdish. This subject can be considered as a counterpart to Grammar as mentioned above.

Arabic Syntax

This course is aimed for students whose mother tongue language is Arabic or even other students (Kurdish) who wishes to develop their skills in Arabic. This subject can be considered as a counterpart to Grammar as mentioned above.

Second Year / first course:
Translation from English I

In this subject, the student/ trainee will start the first step in doing practical translation from his acquired language into his mother tongue language. Normally the translation is done on simple lines from different text types.

Translation into English I

In this subject, the student/ trainee will start the first step in doing practical translation from his mother tongue language into his acquired language. Normally the translation is done on simple lines from different text types.

Principles and Methods of Translation I

This subject will give the student/ trainee to be introduced to the well-known methods in doing specific kinds of translation from the two subjects mentioned above.

Sight Translation I

This kind of translation can be considered as the first exposure to the student in doing interpretation in a very simple and interesting way. The student can provide his own oral interpretation on any visual text that he/ she can read.

French I

This is one of the requirements of the ministry of higher education here to study one of the European languages along with English at departments of translation.

<u>English Syntax</u>

The aim of this subject is to make the student aware of the grammar of English and how sentences are formed as well as kinds of sentences in English.

Academic Writing

This subject will enable the student to write academic English professionally. The student is going to be able to write academic essays and he/ she will be familiar with the essential parts of the English essay.

Second Year / second course:

Translation from English II

This is a continuous subject from course one where the student/ trainee will start the first step in doing practical translation from his acquired language into his mother tongue language. Normally the translation is done on simple lines from different text types.

Translation into English II

This is a continuous subject from course one where the student/ trainee will start the first step in doing practical translation from his mother tongue language into his acquired language. Normally the translation is done on simple lines from different text types.

Principles and Methods of Translation II

The subject in the second course gives the student/ trainee more in depth information to the well-known methods in doing specific kinds of translation from the two subjects mentioned above.

Sight Translation II

The level in this subject will be deeper and the translation can be considered as the real material that the student can in interpreting in a very simple and

interesting way. The student can provide his own oral interpretation on any visual text that he/ she can read.

French II

The student/ trainee will tackle more language topics in this important European language that can help him also in understanding the nature of some English nouns that come originally from this language.

Morphology

This subject can be a continuous one from the first course where the student will be able to understand the nature of nouns and how they are compounded in English

English Narrative

The student/ trainee will be able in this subject to understand the nature of English literature in general. This will enable the student in translation department to translate literary translation in more appropriate way.

Third Year / first course:

Translation Practice I

The practical part of written translation will be more focused and the students will have many topics in different fields in both English and Arabic/ or Kurdish to translate. The students will be aware and more mature on how to find the best way to translate properly.

Consecutive Interpreting I

This subject can be a new start from the previous topic of sight translation. The students in advanced level will be able to listen to certain audio files from the internet and are supposed to provide interpretation with a short period of time after each segment of the audio file.

Contrastive Grammar

This is a very important subject were English and Arabic meet grammatically. The student will be enabled to be exposed to see how much differences there

are in both languages and what are the essential requirements to do when translating from English into Arabic and vice versa.

Advanced Writing

The aim of this subject is to enhance students' ability to write in English. This subject is a continuous one from the previous one Academic writing.

French III

This subject as mentioned earlier is an obligatory course from the ministry of higher education in the region of Kurdistan. The topics in this course will be more focused on grammatical issue related to French language like numbering and verbs.

Linguistics I

In this subject, the students will be more familiar with issues related to linguistics. This will help them ton understand why there are certain lexical choices that can be made in translation process.

Research Methods

The student here will learn how to conduct academic research methods in translation studies. The students are also required in their senior level to conduct an academic research in translation studies that include both theoretical and practical side.

Third Year / second course:
Translation Practice II

The level of practice in this course is becoming more focused and concentrating on issues related to specific fields in the translation industry.

Consecutive Interpreting II

This is the second part from the first course in which students are normally listen to leaders speeches mainly in English and try to provide their own version interpretation in a consecutive way.

Machine Translation

This is one of distinguished subjects in this department specifically. This subject tackles the concept of machine translation theoretically and also it shed light on the phases of its development until now. The course also provides some examples of machines translations and their use in limited environments.

English Drama

This subject is normally taught by a teacher from department of English at the same university. The aim here is to make the students of translation to be aware of the concept of drama in English and this will enable the student to be prepared for his last year in practicing literary translation.

French IV

This is a continuous course from the previous years and the first course as well. Students here will have the chance to learn a new language that can help them in some way or another to handle English language in general.

Linguistics II

This subject is also imported from English department and the reason behind having this subject in two courses is due to the fact that the students at department of translation need to be well aware of issues related to English language in general.

Audiovisual Translation

This is another addition to the department where students will be familiar with another form of translation in which text is not the only component of this kind of translation. There are other components related to this growing filed like image and sound. The students will be able to understand how to face such a difficulty in the translation of such kind.

Fourth Year / first course:
Literary Translation I

From this year and on, the students will be very specific in their tasks of translation. This subject is mainly concerned with giving the students different types of literary texts from English into Arabic and vice versa. They are required to translate according to the attention that the original text was created for.

Simultaneous Interpreting I

This subject can be considered as the second part from the previous subject in third year (i.e. Consecutive Interpreting). This subject is normally done in the sound lab where normally student can have the access to the most technological advances in order to interpret speeches of politicians synchronically.

Translation and Interpreting Theories

This is an advanced course that explores the most up to date theories in the field of translation studies that can be applied on both translation and interpreting. These new theories in the field will add up more information to the students in order to make them able to translate properly

Legal Translation I

This is the first time we may see this kind of translation. The students in this subject will be exposed to a new type of translation where language is different and serves a special function. The first course will be concerned purely with legal texts in English and students are required to translate into Arabic or Kurdish.

Media Translation I

This subject is a new name for the old name of the same subject which used to be named as Journalistic Translation. Students will be trained to translate different journalistic text by nature and especially from the official websites on the internet like BBC and CNN. The students have to understand the nature of the text itself in the SL text and then try to make a decision how to deliver the same effect of the message to his TL reader.

Scientific Translation

In this course, the student will be busy in translating different scientific texts from different fields like medicine and civil engineering. The majority of the texts are in English and the students are required to translate them into either Arabic or Kurdish.

Graduation Project

The subject of the graduation paper is normally suggested by the teacher and normally a group of students do the required research based on what they have studied on research methods in the third level of the study. The research will be conducted under the supervision of the teacher who suggested the topic at the beginning.

Fourth Year / second course:
Literary Translation II

In the second course of this subject, the students are supposed now to be able to handle issues related to literary translation; issues related to the intentions of the ST writer and his/her style.

Simultaneous Interpreting II

This subject is a continuous stage to what have been previously mentioned in the first course. The difference here is that students are now going to interpret speeches of political leaders in Arabic/ or Kurdish into English synchronically.

Translation Criticism

This is subject is about the translation assessment suggested by Holmes map in translation studies. In this subject, students are supposed to assess any kind of translation based on a number of factors like text type, lexical factors, and extra linguistic ones.

Legal Translation II

This course is the second part in this year (senior level) the student is supposed to be now able to tackle any subject in the field of legal translation and can translate easily these legal texts without having any problems regarding the style of the language in the SL text and its counterpart in the TL text.

Media Translation II

The second part of this subject is represented by providing Arabic/ or Kurdish journalistic texts. Students are required to translate these texts into English with the aim of delivering the same effect of advertising the text as a material to be sold in the market of journalism.

Medical and Technological Translation

This subject is the second part of scientific translation. The aim behind being more specific in these topics is the growing interest in medical translations in general as well as the huge developments in the field of technology. This requires the translators to be more able to handle such issues and to respond quickly to these kinds of tasks.

Graduation Project

In this part, the students are normally wrapping up their graduation research paper and after submitting it to the department after getting the approval from their supervisor. The department will name a viva for discussing their paper based on a number of criteria like the validity of the study and the style academic writing and etc.

4.2.2 Discussing the Items of the BA Traslation Program

From the review of the curriculum in general, it can be seen that the B.A program is really interesting for anyone who's interested in doing his B.A studies in translation. It is known that the aim of this program and other programs in departments of translations to prepare students for the translation market (cf. Sultan, 2017). This is a very competitive market and the translator will not be able to survive if he is not well equipped with the required skills that can help him to pass through these tasks which he will be assigned for. These skills can be on the linguistic level, technical level and teamwork level (PACTE, 2002).

It is worth to mention that the department of translation at Cihan University is adopting Bologna Process from 2017, the ministry of Higher Education and Scientific Research in Kurdistan Region approved this educational system and all universities have to follow this. It is known that Bologna Process is one of the most European educational systems that almost every EU country is following this. In this sense, the Ministry of Higher Education and Scientific Research in Iraq has also adopted this system to the scientific fields at Iraqi universities and sooner or later the ministry will implement that to humanities also to follow this educational system. As stated in the introduction, the reason behind adopting these new paths of educational systems is due to the developments that the world is witnessing and education should be included with these developments in order to be able to cope with these advancements.

As regards the issue of the subject legal translation in this curriculum, it is noted that the topic appears only at the senior level without any previous

preparation for the student in the previous three levels. The nature of legal English is totally different from the normal English language that is taught in translation departments in general. The same can be applied to Arabic language; the nature of language in Iraqi laws is somehow different from the standardized Arabic language that is being used in formal communications. Therefore, there are certain difficulties for native speakers in both languages to understand the language itself for them in the legal sense. The same can be applied to the young students who are doing their B.A study in translation and they are not still familiar with English as a language enough so that they can be able to tackle issues in related to both legal Arabic and English and their translations. It is to be noted in this regard that even Kurdish students are required to translate into Arabic since the official law in the region is the Iraqi law and it is written and understood in the courts in Arabic.

Therefore, the researchers might suggest the following: the first course will remain the same since the students are still fresh and they need more information about English and the spoon feeding translations that can help them to digest the materials that they are tackling in their freshmen year. During their second year of study, we might suggest in this regard to tackle the subject of Legal English. This subject will tackle the nature of this language and what are the characteristics of this language and how it is performed in official departments. The student in this case will be aware of the important nature of this special kind of language and can understand the nature of the jargons and the terms that he/ she is dealing with in this regard. The subject is recommended in the two courses and it is preferred to be taught by a translator who has a wide experience in the field of legal translation or to ask any academic staff from department of law at the same university who has been studies abroad, especially in the UK or USA. In their third level, the students are recommended to tackle some kind of introduction to the translation of legal English. Students in the first course of the study can tackle issues related to the strategies of translation in legal texts. In addition, there are a number of good books that discuss the nature of legal translation which also provides examples in this regard. In the second course students are recommended to be given some administrative texts that are very similar in nature to legal language that can be considered as a good example to start their journey in legal translation. The translation educator who is supposed to provide them these training should be himself well acquainted with legal English and he/ she should have a good experience in this field. This will definitely enhance their skills to be good legal translators and can help them to survive in such a competitive market. When they reach the fourth year of their study; which is the last year, students

are going to be more able to translate legal texts that can represent varieties of types, for example: family law text and constitutional ones. The students in this case will be able to grasp the nature of legal English at the beginning whether in English or Arabic. After that, they can easily understand that this translation requires some expertise in the field of law and at least to be familiar with the ABCs of the field. This will surely enhance their skills to translate properly.

In addition, students should be informed that in order to be certified legal translators need to submit an application to the appeal court in their city so as to be called sworn translators and can legal translate legal documents that will have legal consequences based on their version of language in the TL text. Normally, the judge consults those legal translators' experts who are registered in a log in the court and called when there is a foreign language that needs to be translated.

It can be seen from the above discussion that legal translation is not a normal activity of translation due to the legal consequences that may result from the translation version of the SL text. Therefore, students of translation at Cihan University and other translation departments in Iraqi Universities should be aware of the risky decision when they will make in solving the problems related to the meaning in the SL text.

4. **Conclusions**

It can be concluded from the above discussion that curriculum design has been changed dramatically in the era of new advancements in technology. On the grounds and in the light of what the researchers have shown with regard to Cihan University as a case study, it can be seen that departments of translation are still lagging behind as far as the issue of translation market is concerned and the importance of making the students able to cope with the demands of this growing market. It can be seen under the current new developments in technology and the immigration movements that are happening all the time. We may see that there is a growing number in the translation of official documents due to the importance of these papers in the immigration process and asylum seekers conditions. This means that students should be well prepared for this important task in order not to make a mistake related to the translator himself in this regard.

It should be borne in mind that the aim of curriculum design at translation departments is to create lifelong learners who can adapt easily to the needs of translation market. Form this point; any curriculum should be able to cope with

this need by providing the translation competence that the trainee needs in his building his own competence and capacity. From this discussion, the researchers may see that there is a crucial special need for the development of competence to the trainee in the field of legal translation. This preparation will lead to a very important competence for the trainee; that is the autonomy competence (cf. Sultan, 2017: 154). The trainee after graduation for the concerned department will be busy on how to survive in the translation market and this competence will make him independent to make decisions concerning his carrier in this competitive market.

As a result, curriculum designers should always keep in mind that the point of developments in these specialized institutions (i.e. translation departments) is to prepare successful translators who can work independently and efficiently at the same time. This independency and efficiency do not happen by themselves. There are certain requirements that should be implemented in order to reach this optimal goal. One of these requirements is the process of curriculum designing. Designers should monitor the market and try to monitor the market's needs in order to provide this market with the required staff needed. In our situation, designers should always try to equip the trainees with the required knowledge of the nature of legal English though certain steps as suggested earlier. After that, they can then give them the chance to be exposed to such practices in legal transition material in both languages.

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