The Status of Undergraduate Translation Programs at Yemeni Universities in Light of Academic Accreditation Standards: Perspectives of Faculty Members and Heads of Translation Programs

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Abstract

The development of translation studies since the 1970s has led to its gradual change from a mere sub-discipline of applied linguistics and comparative literature to an independent discipline in its own right. This shift has resulted in a proliferation of translation programs at various European and Arab universities. As a result of this rapid development, it has become imperative for those universities to improve their academic programs in line with Academic Accreditation Standards (AASs). Yemeni universities, which trod a similar path to that already taken by other regional and international universities, are no exception. Thus, this study aimed at investigating the status of the undergraduate translation programs at Yemeni universities in light of AASs with a view to identifying whether these programs meet these standards from the perspectives of faculty members and heads of translation programs. The study adopted the quantitative approach to collect data from 204 faculty members and heads at four public and fourteen private Yemeni universities through a 5-point Likert scale questionnaire. The study revealed that the degree of availability of the AASs is low. It also indicated that there are statistically significant differences in the means of respondents' responses according to the variable of academic position.

Keywords: Translation studies, translation programs, academic accreditation standards, Yemeni universities.

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واقع برامج الترجمة في مرحلة البكالوريوس في الجامعات اليمنية في ضوء معايير الاعتماد الأكاديمي من وجهة نظر أعضاء هيئة التدريس ورؤساء الأقسام

الملخص

أدى تطور دراسات الترجمة منذ سبعينيات القرن الماضي، وتحولها التدريجي – من مجرد تخصص فرعي في علم اللغة التطبيقي والأدب المقارن إلى تخصص مستقل بذاته – إلى انتشار برامج الترجمة في عدد من الجامعات الأوروبية و العربية، ونتيجة لهذا التطور السريع، أصبح من الضروري لهذه الجامعات تحسين برامجها الأكاديمية بما يتماشى مع معايير الاعتماد الأكاديمي. الجامعات اليمنية، التي سلكت طريقًا مشابهًا للطريق الذي سلكته بالفعل جامعات إقليمية ودولية أخرى، ليست استثناءً. ولذلك، هدفت الدراسة الحالية إلى تشخيص واقع برامج الترجمة في مرحلة البكالوريوس في الجامعات اليمنية في ضوء معايير الاعتماد الأكاديمي، إلى جانب ذلك حاولت الدراسة استقصاء ما إذا كانت هذه البرامج تحقق الحد الأدنى من متطلبات الاعتماد الأكاديمي من وجهة نظر أعضاء هيئة التدريس ورؤساء الأقسام في برامج الترجمة. ولتحقيق ذلك اتبعت الدراسة المنهج الكمي لجمع البيانات وتم تطبيقه على 18 جامعة حكومية وأهلية من خلال استبانة صممت وفق مقياس ليكرت الخماسي، حيث بلغت عينة الدراسة المستهدفة 204 عضو هيئة تدريس ورئيس قسم. وقد أظهرت النتائج أن درجة توافر معايير الاعتماد الأكاديمي في برامج الترجمة في الجامعات اليمنية ضعيفة، حيث لم تحقق هذه البرامج الحد الأدنى لدرجة توافر مؤشرات الأداء. كما كشفت الدراسة عن وجود فروق ذات دلالة إحصائية في متوسط إجابات العينة وفقا لمتغير المنصب الأكاديمي.

الكلمات المفتاحية : دراسات الترجمة، برامج الترجمة، معايير الاعتماد الأكاديمي، الجامعات اليمنية.

Introduction

The act of translation goes back thousands of years, but as an academic field, it has been around for only about five decades now (Gentzler, 2014; Munday et al., 2022). Prior to that time, it was only studied as a subdiscipline within language-learning methodology, comparative literature, and contrastive linguistics courses. The discipline of translation studies (TS) has been greatly influenced by Holmes' seminal paper, titled "The Name and Nature of Translation Studies" presented in the Third International Congress of Applied Linguistics held in 1972, which not only proposed a name and framework for the field but also witnessed advancements in its context (Bassnett, 1980; Holmes, 1988/2004 ; Munday, 2001). The primary area of research in TS concerns itself with the systematic study of the theory, description and application of translation, including translation quality assessment, which has become a central concern for both academic research and translation practice (Bassnett, 2002). Overtime, the interdisciplinary nature of TS has become more apparent, and theories and models have been adopted from other disciplines while also being developed within the field itself (Bassnett, 1980, 2002; Munday, 2001; Munday et al., 2022).

As translation has become a growing discipline in academia and due to the growing demand for qualified translators worldwide, translation has become among the fastest-growing professions today (Daneil, 2007; Munday, 2001; Munday et al., 2022). This has led to the establishment of translation programs at various universities worldwide, gaining in popularity among students. This increased focus on translation education aims to ensure that these programs align with the standards set by quality and accreditation institutions in their respective countries. Globally, many of these programs have set specific goals and employed a range of resources and strategies to ensure that these goals are met. In the Arab world, several universities have established translation programs with specific goals and outcomes (Abdel Haleem, 2002; Al-Khatib & Al-Harahsheh, 2015; Al-Saidi & Al-Khawaldeh, 2015; Bassnett & Lefevere, 1990; Kassab, 2012). Similarly, in Yemen, over the past twenty years or so, there has been a gradual and remarkable increase in the number of translation academic programs at Yemeni universities.

As a result, it has become imperative for these programs to undergo continuous evaluation, review, and development. Such processes are essential for these programs to keep up with modern developments in TS and ensure

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the quality of their outputs, especially considering the increasing competition among universities. To achieve their educational objectives, universities had to develop the quality of their academic programs by adhering to local, regional, and international standards.

Most undergraduate (BA) translation programs at Yemeni universities are currently working towards achieving accreditation and, therefore, it is crucial for all translation programs to meet at least the minimum requirements of quality assurance and Academic Accreditation Standards (AASs) (Council for Accreditation and Quality Assurance [CAQA], 2021), as the quality of higher education institutions determines the quality of their graduates. In other words, it is necessary to review translation programs regarding their course descriptions, study plans, teaching methods and assessment techniques, translation courses, and faculty members' specializations to ensure their compliance with AASs.

The researchers reviewed several previous studies conducted on BA translation programs, translation teaching and translation courses locally and regionally. In the Yemeni context, no previous studies have specifically addressed the reality of BA translation programs at Yemeni universities. However, various studies have explored related aspects, revealing gaps in research. These studies focused on challenges in running BA translation programs (Al-Mizgagi, 2013), assessed translation programs alignment with translation market needs (Al-Shargabi, 2022), examined translation programs effectiveness in determining students' competence (Al-Ward, 2018), and identified the impact of translation programs on student translators (STs), highlighting their challenges (Mohammed, 2019). Results indicated a need for reconsideration in educational processes, including rules, standards, and teaching policies, to better meet student and market requirements (Al-Mizgagi, 2013). Additionally, findings revealed that intended learning outcomes of translation programs may not adequately cover competences required by STs (Al-Shargabi, 2022), and actual translation competence levels are often low and incongruent with translation programs outcomes (Al-Ward, 2018). STs expressed dissatisfaction, feeling that translation programs inadequately improved their skills (Mohammed, 2019).

Regionally, several studies have examined aspects similar to those explored in the present study. Abu-Ghrarah (2016) and Mahmoud (2019) investigated the curricula and the pedagogical approaches of BA translation programs

in Saudi Arabia and Iran, respectively, finding poorly designed objectives, irrelevant materials, insufficient training, and traditional teaching methods. Both studies indicated student dissatisfaction with various aspects of the translation programs and lack of translation labs and resources, specialized and trained faculty members and big gap between what is taught and what is actually required by the translation labor market. Some other studies that explored the status of teaching translation, such as Al-Hadithy (2015), El-Haj (2019), Memarzia et al. (2020), and Mohammed (2019), revealed issues such as the absence of professionally-oriented parameters in translation courses, outdated teaching methods, lack of appropriate and updated textbooks, insufficient time allocated for translation practice, and non-specialized and inexperienced translator trainers. Challenges in teaching translation to BA translation students were further emphasized by Al-Khalil (2014) and Al-Aqad (2017), who highlighted traditional teaching methods by unqualified and inexperienced faculty members, a lack of specialized learning facilities, and failure to address the objectives of graduating professional translators. Studies by Al-Enezi (2015), Pouli and Ali (2019), and Rahimy (2015) focused on evaluating the effectiveness of undergraduate translation courses and curricula. These studies identified the need for curriculum improvement, highlighted deficiencies in academic infrastructure, translation faculty qualifications, and challenges faced by faculty members in teaching translation courses, including unclear objectives, inadequate student competence, and limited practice opportunities. Askari (2019), investigating teaching methods in translation courses, emphasized the need for modernization and integration of teaching principles to enhance quality and relevance.

Overall, the studies collectively underscored major flaws in the current translation programs, including outdated methods, inadequate resources, and a misalignment with market demands, highlighting the urgent need for reforms in translation education.

Based on the above discussion, none of the previous studies has addressed the issue of translation programs from the academic accreditation perspective, neither locally nor regionally. Therefore, the current study aimed to tackle and diagnose whether the BA translation programs at Yemeni universities are in line with the standards set out by CAQA in Yemen, and to what extent they have been implemented. To verify the availability of these standards, and due to space limitation, this study is confined to distribute a structured

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questionnaire to translation faculty members and heads of translation programs at the universities in question.

Statement of the Problem

Making a diagnostic study to analyze the quality of academic programs, specifically the emerging ones, has become imperative in order to improve their teaching and learning performance as well as to alert the concerned institutions, such as the Ministry of Higher Education and Scientific Research (MHESR), to impending problems. In fact, complying with AASs has become a prerequisite for opening new academic programs either in Yemen or elsewhere.

As far as Yemeni universities are concerned, undergraduate translation programs have been recently established to create new working opportunities for graduates in this competitive world. However, since these programs have been newly established, they are suffering some deficiencies in their design and implementation in terms of course materials, course descriptions, study plans and their compatibility, teaching and assessment methods, and the efficiency of the translation faculty members and their specializations (Al-Shargabi, 2022; Barakat, 2015; Mohammed, 2019). Besides, the current deteriorated situation in Yemen reflects itself on the lack of facilities, equipment, syllabi, specialized academic staff, resources and references availability. This, in turn, led to a decline in the quality of teaching, poor academic performance of graduates and dissatisfaction among the stakeholders.

Therefore, it is necessary to apply the AASs to all BA translation programs in public and private Yemeni universities. These standards are essential and valuable to ensure that the BA translation programs achieve their desired goals and meet certain quality criteria and academic standards. Without adherence to these standards, these programs may not be effective in preparing graduates for the job market.

Until now, to the best knowledge of the researchers, nothing concrete has been done to address this problem and no serious research has been conducted to investigate the effectiveness of these programs. Therefore, this study is, thus, an attempt to investigate the BA translation programs at public and private Yemeni universities in light of AASs from the perspectives of faculty members and heads of translation programs and consequently recommend ways to modify or improve their quality to better achieve the end objectives. The study, thus, aims at seeking answers to the following questions:

1. To what extent do BA translation programs at Yemeni universities meet the AASs from the perspectives of faculty members and heads of BA translation programs?
2. Is there any statistically significant differences in the degree of availability of the AASs in BA translation programs according to the variable 'university type' (public and private) from the perspectives of faculty members and heads of BA translation programs?
3. Are there any statistically significant differences in the degree of availability of the AASs in BA translation programs according to the variable 'academic position' (faculty members and heads of translation programs)?

Significance of the Study

The current study is significant due to the increasing interest that translation has acquired recently, both in academic and professional fields. It also emphasizes the importance of implementing quality systems in higher educational institutions to ensure high-quality educational outcomes. Theoretically, the study contributes to the enrichment of literature on academic accreditation and quality assurance in Yemeni higher education in general and on BA translation programs in particular. More importantly, it examines the degree of the availability of AASs in the BA translation programs at Yemeni universities, an area that has never been explored by previous studies. Practically, the results can benefit the MHESR and leaders of Yemeni universities by identifying areas for improving and developing highly qualified BA translation programs. Additionally, the study provides valuable data for the heads of translation programs, faculty members, researchers, translators, and the labor market. Furthermore, it serves as a starting point for further discussions and research on related issues in this area.

Scope and Delimitations of the Study

The present study is basically confined to the Yemeni context. It is precisely restricted to the following areas: (1) identifying the extent of applying the AASs of 2021, namely its second and fourth standards set by CAQA in Yemen (CAQA, 2021) and (2) faculty members (BA, MA, and PhD holders whatever their specific areas of specialization and academic titles are) and heads of translation programs at four public and fourteen private Yemeni universities. The researchers thought that the perspectives of the faculty members who are teaching translation courses are crucial for the study and could provide valuable insights into the practical application of CAQA standards in the context of translation education in Yemen. The study instrument was

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administered to the sample of the study during the second semester of the academic year 2021/2022.

Methodology

Study Design

The current study is a descriptive analytical study. The quantitative approach was used to investigate the status of BA translation programs at eighteen Yemeni universities in light of quality assurance and AASs. Data were collected through a questionnaire administered to faculty members and heads of BA translation programs. The data collected were analyzed quantitatively, using descriptive and inferential statistics.

Study Population

The population of this study consisted of all Yemeni faculty members and heads of BA translation programs at the twenty-five Yemeni universities during the second semester of 2021/2022 with a total number of (361) faculty members and heads of BA translation programs as shown in Table (1).

Table 1: Study Population

No.	University	Faculty Members & Heads of Translation Programs	
		No.	%
1	Public	58	16.1
2	Private	303	83.9
Total		**361**	**100**

Study Sample

The deliberate sampling method was adopted to select the universities involved in this study. Out of the twenty-five Yemeni universities, eighteen universities (four public and fourteen private) offering BA translation programs were selected purposively to be the sample of the study. The targeted universities may be seen as representative of the broader landscape of Yemeni universities, allowing for potentially generalizable findings. The selection was based specifically on different types of universities, their reputation, quality, geographical distribution, and regional representation to ensure obtaining a clear view of the extent to which the BA translation programs address the AASs. A number of (204) faculty members and heads of BA translation programs

out of (361) with a percentage of (56.5%) were deliberately selected from the universities under investigation to ensure gathering data from a sufficient number of respondents so that the data accurately reflect the significantly larger population from which the sample was taken. Actually, there are some fundamental reasons and justifications for selecting the methodology of the study sample as it follows. Firstly, the criteria for academic accreditation are what is being evaluated, as there are currently no accredited BA translation programs in Yemen. Secondly, BA translation programs in Yemen are a mix of modern and old, with some being recently established and others being old. Thirdly, the study aimed to investigate whether the minimum criteria for accreditation are being met when new translation programs are established. Fourthly, there are some universities that have a long history of promoting quality culture thus seeing if this is reflected on the performance and quality of their translation programs.

Table 2: Study Sample

Variable	Description	Sample	
		No.	%
University Type	Public	56	27.5
	Private	148	72.5
	Total	**204**	**100**
Academic Position	Heads of Translation Programs	20	9.8
	Faculty Members	184	90.2
	Total	**204**	**100**

It is important to note that the number of translation faculty members does not indicate the number of those specialized in translation; rather the number refers to those who teach translation subjects. Decision makers (heads of BA translation programs and quality assurance coordinators) explained that teaching translation by non-specialist teachers is due to lack of staff.

Study Instrument

A close-ended questionnaire was developed in light of the last version of the AASs set by CAQA (2021) to collect the study data. The study used these standards as a benchmark to identify whether or not the BA translation programs have met the AASs and to what extent. These standards were adapted and examined carefully and then worded into quantifiable indicators of performance and included in the questionnaire. The researchers also

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consulted some previous studies (e.g., Al-Enzi, 2015; Al-Zaben, 2014) to make use of their content and tools in constructing the instrument of this study. The study instrument encompassed two sections. In the first section, the researchers requested the respondents to provide demographic data required for the study. The second section consists of (66) performance indicators distributed among two standards and eight domains. The instrument was sent to a panel of (23) experts from different local and regional universities for checking its content validity. The questionnaire was amended in the light of the experts' comments and suggestions. Furthermore, it is worth mentioning that the researchers translated the questionnaire into English and sent it to three experts for validation. To measure the reliability of the instrument of the study, Cronbach's alpha coefficient was used.

Table 3: Cronbach's Alpha Coefficients of the Questionnaire and Its Domains

No.	Domain	No. of Items	Cronbach's alpha
1	Study System	7	0.79
2	Specifications of the Academic Program (PSD)	4	0.87
3	Study Plan and its Compatibility	14	0.93
4	Course Descriptions (CDs)	8	0.89
5	Teaching and Assessment Strategies	16	0.95
6	Teaching Staff and Teaching Assistants	8	0.82
7	Professional Development & Job Stability	4	0.83
8	Teaching Staff Activity	5	0.84
	Total Scale	**66**	**0.98**

It is clear from Table (3) that the values of Cronbach's alpha coefficients of the internal consistency reliability for the domains of the questionnaire ranged from (0.79) to (0.95) and the value for the whole instrument was (0.98), which is an indicator of a high level of internal consistency reliability. In the light of these results, it can be stated that the questionnaire is highly reliable and can be used to collect the data required for the study.

Administration of the Study Instrument

The questionnaire was administered to the targeted sample of faculty members and heads of BA translation programs at eighteen Yemeni universities (Sana'a University, University of Aden, University of Science and Technology, National University, Al-Yemenia University, Saba University, Modern Science University,

Al-Andalos University, Queen Arwa University, Al-Nasser University, Yemen and Gulf University, Al-Hekma University, Al-Mostakbal University, Azal University, Al-Qalam University, Dar AL-Salam University, Amran University, and Thamar University) during the second semester of the academic year (2021/2022). The study also utilized a soft copy questionnaire using Google forms, especially for those whom the researchers could not meet during the visits to the targeted universities to administer the study instrument.

Rating Scale

The researchers used two scales to present and discuss the study results. A five-point likert scale (High, Moderate, Limited, Low, Very low) was used to determine the degree of availability of the AASs and their performance indicators at the BA translation programs of Yemeni universities from the perspectives of faculty members and heads of translation programs as shown in Table (4). Besides, the researchers used the standard limit scale set for acceptable degree of availability of these standards and their performance indicators, which was specified by getting (3.40) out of (5) degrees with a percentage of (68%) out of (100%) at the level of each domain, each standard, and the whole instrument.

Table 4: Degree of Availability Scale

Mean Range		Percentage Range		Degree of Availability (DoA)
From	To	From	To	
4.20	5.00	84%	100%	High
3.40	4.19	68%	83%	Moderate
2.60	3.39	52%	67%	Limited
1.80	2.59	36%	51%	Low
1	1.79	20%	35%	Very low

Statistical Analysis

The data collected through the questionnaire were analyzed quantitatively by means of the Statistical Package for the Social Sciences (SPSS – version 26). The researchers used various descriptive and inferential statistical tools to measure the reliability of the study instrument and to answer the questions of the study. Cronbach's alpha coefficient was used to identify the reliability of the domains of the study instrument and the instrument as a whole in terms of internal consistency. The mean (M), standard deviation (SD), and percentage were calculated to identify the degree of availability of the

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performance indicators for each domain of the study instrument at the BA translation programs in Yemeni universities. Besides, the researchers used the multivariate test MANOVA to identify the differences and their statistical significance among the means of the degree of availability of the AASs at the BA translation programs according to the variables of the study. To facilitate quantitative analysis of the questionnaire items, a five-point likert scale (High, Moderate, Limited, Low, Very Low) was used to code responses of the participants into SPSS program.

Results and Discussion

Results Related to the First Question

To answer the first question: To what extent do BA translation programs at Yemeni universities meet the AASs from the perspectives of faculty members and heads of translation programs?, the researchers calculated the means, the standard deviations, and the percentages for each domain, standard and the study instrument as a whole. The researchers also arranged the domains of each standard and the standards of the study instrument in descending order according to the statistical averages they received as shown in Table (5).

Table 5: Descriptive Statistics of Domains, Standards and the Study Instrument as a Whole

Standard	No	Domain	M	SD	%	DoA
The Academic Program & Courses	1	Study System	3.62	0.81	72.4	Moderate
	5	Teaching and Assessment Strategies	3.21	0.84	64.2	Limited
	2	Specifications of the Academic Program	3.11	0.89	62.2	Limited
	3	Study Plan and its Compatibility	3.08	0.89	61.6	Limited
	4	Course Descriptions	3.02	0.81	60.4	Limited
Total Average of the Standard			**3.19**	**0.77**	**63.8**	**Limited**
Teaching staff	1	Teaching Staff and their Assistants	2.39	0.72	47.8	Low
	2	Professional Development & Job Stability	2.38	1.04	47.6	Low
	3	Teaching Staff Activity	2.08	0.88	41.6	Low
Total Average of the Standard			**2.30**	**0.73**	**46**	**Low**
Total Average of the Whole Instrument			**2.96**	**0.71**	**59.2**	**Limited**

Table (5) shows that the average mean score of the eight domains ranged between (3.62) and (2.08) with percentages ranged from (72.4%) to (41.6%). The results showed that domain one study system received the highest mean score (M = 3.62; % = 72.4), while the domain teaching staff activity received the lowest mean score (M = 2.08; % = 41.6). The domain teaching and assessment strategies came in the second rank (M = 3.21; % = 64.2), followed by the domain specifications of the academic program (M= 3.11; % = 62.2). The domain study plan and its compatibility came in the fourth rank (M = 3.08; % = 61.6), followed by the domain course descriptions (M = 3.02; % = 60.4). The domain teaching staff and their assistants came in the sixth rank (M = 2.39; % = 47.8), followed by the domain professional development and job stability (M = 2.38; % = 47.6).

Noticeably, Table (5) shows that all domains of the academic program and translation courses standard did not reach the minimum standard limit for acceptable degree of availability and were estimated as limited, except domain one study system which was estimated as moderate and reached the minimum standard limit. This standard scored a mean of (3.19) and a percentage of (63.8%) i.e., less than the acceptable degree of availability. In contrast, all the three domains of the teaching staff standard, namely teaching staff and their assistants, professional development and job stability, and teaching staff activity were estimated as low and did not reach the minimum standard limit set for acceptable availability. This standard scored a mean of (2.30) and a percentage of (46%); i.e., less than the acceptable degree of availability. Furthermore, it is noticed that the total average of the whole instrument was (2.96) and its corresponding percentage was (59.2%) with a limited degree of availability.

In light of these results, it can be stated that BA translation programs at the targeted Yemeni universities do not meet the minimum requirements of the AASs at the level of each domain, standard, and the whole instrument, except for the domain Study System. It can also be stated that BA translation programs apply the performance indicators of this domain with a moderate degree. The researchers think that there are some reasons that stand behind these results:

- It is worth mentioning that the performance indicators of the "Study System" domain are essential requirements for opening any academic program at universities and they should be met to open any program, especially as they are within the framework of higher education law.

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- Most faculty members of translation courses are not pedagogically qualified.
- Translation faculty members may have a traditional approach to teaching translation and may not have received adequate training in teaching translation, resulting in ineffective teaching and assessment methods.
- PSD is an official document belonging to the institution; it is subject to complete confidentiality and therefore cannot be disclosed to beneficiaries such as faculty members through any means.
- The study plans remain outdated, resulting in the use of outdated or consumed references and curricula, which are usually subject to the faculty member's specialization and mood.
- Most Yemeni universities, if not all, do not have updated and complete course descriptions.
- Public universities have experienced a brain drain, resulting in a shortage of personnel and a reliance on bachelor's and master's degree holders to teach translation students.
- Private universities lack full-time staff and often depend on the public university staff or lower–level degree holders to teach their courses. Even when there is a dedicated staff member, such as department head, they may only work part-time. It is noteworthy that most of the heads of BA translation programs work as hourly basis faculty members at other private universities.
- There is a scarcity of specialist faculty members in translation. As a result, non-specialists teach specialized translation courses in the program. This is a widespread issue at BA translation programs, where non-specialists are assigned to teach specialized courses.
- The ongoing conflict and political instability in Yemen may make it difficult for universities to implement long-term plans for professional development and job stability.

In general, it can be stated that the results of this study are consistent with those of Abu Ghararah (2016), El-Haj (2019), Memerzia et al. (2020), Mohammed (2019), Pouli and Ali (2019), and Rahimy (2015), which highlighted various shortcomings in study plans and teaching staff, including lack of appropriate textbooks, limited specialized and well-designed translation courses, insufficient time and resources for practice, lack of training, inexperienced and non-specialized faculty members. Besides, the results of this study align with and reinforce the conclusions reached by several studies, namely Abu Ghararah (2016), Al-Hadithy (2015), Askari (2019), El-Haj (2019), Mahmoud (2019), and Mohammed (2019), which collectively emphasized the urgent need for modernizing the methods of teaching translation courses.

This highlights the need for improving BA translation programs in question to enhance their outputs, and improve the curriculum, faculty qualifications, and overall academic infrastructure in translator training programs.

Results Related to the Second Question

To answer the second question: Are there any statistically significant differences in the degree of availability of the AASs in BA translation programs according to the variable 'university type' (public and private) from the perspectives of faculty members and heads of translation programs?, the researchers used the multivariate test to identify whether there are statistically significant differences at the level of this variable. Table (6) shows the results of using MANOVA to identify whether there are statistically significant differences according to the variable of the University Type.

Table 6: Results of MANOVA Analysis for the Variable 'University Type'

Standard	No.	Domain	M		F	Sig.
			Public	Private		
The Academic Program and Courses	1	Study System	24.18	25.80	3.19	0.08
	2	Specifications of the Academic Program	12.20	12.54	0.04	0.84
	3	Study Plan & its Compatibility	43.29	43.13	0.15	0.70
	4	Course Descriptions	23.79	24.25	0.00	1.00
	5	Teaching and Assessment Strategies	47.93	52.57	3.61	0.06
Total Average of the Standard			**151.38**	**158.28**	**0.70**	**0.41**
Teaching staff	1	Teaching Staff & their Assistants	18.30	19.43	1.63	0.20
	2	Professional Development & Job Stability	9.57	9.53	0.07	0.79
	3	Teaching Staff Activity	11.64	9.94	5.96	0.02
Total Average of the Standard			**39.52**	**38.89**	**0.13**	**0.72**
Total Average of the Whole Instrument			**190.89**	**197.18**	**0.33**	**0.57**

Table (6) indicates that no statistically significant differences were found in the responses of the faculty members and the heads of BA translation programs at the (0.05) level of significance according to university type variable at the level of the whole instrument ($F = 0.33$; $p > 0.05$ [$p = 0.57$]), the academic program and courses standard ($F = 0.70$; $p > 0.05$; $p = 0.41$), or the teaching staff standard ($F = 13$; $p > 0.05$ [$p = 0.72$]). At the level of domains,

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Table (6) shows that the F-values for the five domains of the first standard (study system, specifications of the academic program, study plan and its compatibility, course descriptions, and teaching and assessment strategies) were (3.19), (0.04), (0.15), (0.00), and (3.61) respectively, indicating no significant differences at $\alpha = 0.05$ since for all the five domains, the p-values > 0.05 (p-values = 0.08, 0.84, 0.70, 1.00, & 0.06) respectively.

At the level of the domains of the second standard, Table (6) reveals that no statistically significant differences were found at the level of the two domains of this standard: teaching staff and their assistants ($F = 1.63$; $p > 0.05$ [$p = 0.20$]) and professional development and job stability ($F = 0.07$; $p > 0.05$ [$p = 0.79$]). In contrast, Table (6) indicates that there were statistically significant differences in the domain of teaching staff activity of the second standard at $\alpha = 0.05$ ($F = 5.96$; $p > 0.05$ [$p = 0.02$]) between public universities ($M = 11.64$) and private universities ($M = 9.94$) in favor of public universities. This can be attributed to the reason that private universities depend mainly on the staff of public universities, who are required to publish and register research under public universities' names in order to be promoted academically and who may consider private universities a mere transit point to improve their income, while their institutional loyalty is to public universities.

At the level of the whole instrument, the two types of sample (private and public) gave similar estimations for the degree of availability of the AASs in BA translation programs. This may be attributed to the similar conditions in which the process of teaching and learning takes place at the BA translation programs offered by both public and private Yemeni universities. Actually, all Yemeni universities share the same circumstances. They are suffering from the lack of facilities, outdated teaching and assessment strategies, inadequate training for the faculty members, and shortage of workshops and training programs that aim at improving the teaching staff performance. Additionally, the same rules and regulations are applied when appointing faculty members to teach in the BA translation programs across all universities in Yemen.

Regardless the type of the sample, the results of the present study related to teaching strategies domain is inconsistent with that of Al-Ward (2018), which indicated a statistically significant difference between public and private universities in favor of public university in training competent translators.

Results Related to the Third Question

To answer the third question: Are there any statistically significant differences in the degree of availability of the AASs in BA translation programs according to the variable 'academic position' (faculty members and heads of translation programs)?, the researchers used the MANOVA test to identify whether there are statistically significant differences according to the variable of the Academic Position as it is shown in Table (7).

Table 7: Results of MANOVA Analysis for the Variable 'Academic Position'

Standard	No.	Domain	M		F	Sig.
			Heads	Faculty Members		
The Academic Program and Courses	1	Study System	29.30	24.92	10.07	0.00
	2	Specifications of the Academic Program	14.90	12.18	9.44	0.00
	3	Study Plan & its Compatibility	55.10	41.88	21.85	0.00
	4	Course Descriptions	28.80	23.61	11.75	0.00
	5	Teaching and Assessment Strategies	61.80	50.15	12.78	0.00
Total Average of the Standard			**189.90**	**152.74**	**17.76**	**0.00**
Teaching staff	1	Teaching Staff &their assistants	22.55	18.74	6.73	0.01
	2	Professional Development & job stability	11.60	9.32	5.12	0.02
	3	Teaching Staff Activity	11.85	10.25	2.14	0.15
Total Average of the Standard			**46.00**	**38.31**	**6.09**	**0.01**
Total Average of the Whole Instrument			**235.90**	**191.05**	**16.41**	**0.00**

Table (7) shows that statistically significant differences in the degree of availability of AASs were found between the responses of faculty members and heads of BA translation programs at the (0.05) level of significance based on academic position variable at the level of the whole instrument ($F = 16.41$; $p < 0.05$ [$p = 0.00$]), the academic program and courses standard ($F = 17.76$; $p < 0.05$; $p = 0.00$), or the teaching staff standard ($F = 6.09$; $p < 0.05$ [$p = 0.01$]). At the level of domains, Table (7) indicates that the F-values for the five domains of the first standard (study system, specifications of the academic program, study plan and its compatibility,

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course descriptions, and teaching and assessment strategies) were (10.07), (9.44), (21.85), (11.75), and (12.78) respectively, indicating significant differences in the responses of the faculty members and the heads of BA translation programs at $\alpha = 0.05$ since for all the five domains the p-values < 0.05 (p-values = 0.00). In light of these results, the two types of sample gave different estimations for the degree of availability of AASs at the BA translation programs. From the standpoint of heads of BA translation programs, the domains of this standard are available so they gave higher estimations for the degree of the availability of the five domains. This can be attributed to the following reasons:

- The heads of BA translation programs speak from the perspective of administrative responsibility and have certain privileges. However, their viewpoints may be biased, as they must prioritize reputation and institutional loyalty for the institution. This lack of objectivity is due to the prevailing administrative culture, which could lead to misrepresentation of the program's accreditation status.
- The culture of self-criticism is not rooted in Arab culture in general and Yemeni culture in particular.
- The heads of BA translation programs may be fully aware of the deficiencies in this standard but may not want to acknowledge them publicly, as this could reflect poorly on the program and the university.
- On the other hand, translation faculty members may argue that this standard is not being met, as they may have observed deficiencies in the curriculum or teaching methods and assessment strategies. They may feel that there is a lack of support from the heads of translation programs to address these issues, which could be why they do not believe that the domains of academic program and courses standard are available, so they gave lower estimation for the degree of availability of the five domains.

At the level of the second standard domains, Table (7) shows that statistically significant differences were found between the responses of the faculty members and the heads of BA translation programs at two domains of this standard, namely teaching staff and their assistants ($F = 6.73$; $p < 0.05$ [$p = 0.01$]) and professional development and job stability ($F = 5.12$; $p < 0.05$ [$p = 0.02$]). This is may be due to the fact that the heads of BA translation programs usually place themselves in the gray area and these two domains do not directly affect them, but represent other entities including the institution, higher education, and the overall state of the country. Therefore, there was some criticism stating that these two domains are not available from the perspectives of both, the heads and the faculty members. In contrast, Table (7) indicates that there were no statistically

significant differences in the domain of staff activity of the second standard at $\alpha = 0.05$ ($F = 2.14$; $p > 0.05$ [$p = 0.15$]) between faculty members ($M = 10.25$) and heads of BA translation programs ($M = 11.85$), which could be due to the similar conditions in which the process of teaching and researching takes place at the BA translation programs offered by Yemeni universities.

Conclusions

Based on the results of this study, some major conclusions are drawn: First, the BA translation programs at Yemeni universities do not meet the AASs set by the CAQA, which may negatively affect the quality of education and future job prospects for graduates of BA translation programs. Second, these programs are overloaded with courses unrelated to translation major, such as English literature and general Arabic requirements, which can add to the students' workload, without enhancing their translation skills. Third, the study system and the PSD of these programs are inadequate and non-comprehensive enough to meet the AASs as they lack proper planning and implementation. Fourth, the study plans are not compatible with AASs, which highlights the need to revise and improve the study plans to ensure their compatibility with the individual's learning style and needs, and the labor market requirements. Fifth, the CDs are insufficient to meet the AASs. This requires improving the CDs of these programs to ensure high-quality translation education in Yemen. Sixth, the teaching and assessment strategies used in these programs are traditional, indicating the limited resources and inadequate training for faculty members. Seventh, BA translation programs offered by Yemeni universities lack qualified and specialized faculty members and their teaching assistants, which can affect the quality of education provided to students. Eighth, the professional development opportunities for faculty members in these programs are very limited, which can affect their job stability. This indicates the need of Yemeni universities to provide more opportunities for professional development and training to improve the quality of teaching and learning. Finally, the teaching staff activity is little, which leads to poor academic performance and outcomes. This requires encouraging the faculty members to participate in conferences and workshops and to produce scientific researches.

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Recommendations

Based on the results reached and the conclusions drawn, the researchers made the following recommendations for the MHESR, CAQA, Yemeni universities, BA translation programs, faculty members and heads of BA translation programs:

- Yemeni universities should design and establish pure and specialized BA translation programs capable of training qualified translators.
- The MHESR and the CAQA should adopt standard criteria and applicable performance indicators to really evaluate the performance of the existing BA translation programs and to close those that do not meet the minimum requirements for academic accreditation.
- Providers of BA translation programs are recommended to explore the major reasons behind the deficiency in the PSD and CDs and find out remedial solutions for these deficiencies.
- Co-ordination and cooperation should be established among Yemeni private and public universities in terms of unification of the study plans to better train the translator trainees and to provide the market with qualified future translators.
- The general Arabic requirements and literature subjects should be either reduced to the minimum in terms of number of courses and time allocated or adapted to serve the BA translation specialization.
- Relevant Arabic language courses should be added to the BA translation programs study plan, as such courses are essential for building vocabulary before constructing the grammatical structures as well as improving the poor quality secondary school graduates in Arabic language.
- The number of translation courses should be increased to enable the students acquire the required translation skills.
- A systematic educational translation course should be used in translation classes instead of the scattered materials and handouts collected randomly by the faculty members from the newspapers and magazines or outdated books and references.
- Yemeni universities should review and improve their BA translation programs and revise the current new strategies and policies in training the would-be qualified translators.
- Translation faculty members should be trained on how to teach translation courses, assess students' translation performance and give their students constructive feedback.
- Private Yemeni universities are recommended to have their own full-time teaching staff and assistants.

- Translation course faculty members at BA translation programs should at least have a postgraduate degree in translation.
- Translation faculty members should be provided with opportunities to participate actively in holding workshops, seminars and conferences on teaching translation, and publishing authentic research papers.

Suggestions

Conducting qualitative research studies to explore more AASs for investigating the status of the undergraduate and postgraduate translation programs at Yemeni universities may help in collecting in-depth data, improving the translation programs' outputs, and training more qualified translatioists for the local and regional market. Further studies may also examine the effectiveness of the translation programs at Yemeni universities in terms of their objectives, course descriptions, curriculum, courses, position of training, and learning outcomes.

Authors' Contribution

MAAY, AHMA, and MSSM developed the introduction, literature review, problem statement, and research objectives, and designed the research methodology. MAAY collected the data. All authors analyzed the data, contributed to interpreting the results and highlighting the conclusions and recommendations, and read and approved the final manuscript.

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