



## Translator Trainers' Beliefs and Teaching Practices in Translation Competence: A Case Study of an Undergraduate Translation Program at a Saudi University

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### Abstract

Translation competence is the central aim of any translation program to bring all students to the highest level of this competence. This study investigates beliefs and practices of translator trainers on the development of students' translation competence in a case study program at a Saudi University. First, the study uses a closed-ended questionnaire to explore translator trainers' beliefs and their practices to detect discrepancies. Then, to draw out the areas that need to be developed. It highlights the reasons behind these discrepancies and their potential effects on the students using semi-structured interviews with translator trainers. The findings show that there are discrepancies between translator trainers' beliefs and their classroom practices. Not all translator trainers are fully aware of the significance of the sub-competences of translator competence, and this led to all the sub-competences being not fully focused on during teaching. The implications of the study necessitate to provide training for translator trainers on the sub-competences of translation competence and to equip the program with well-trained trainers.

**Keywords:** translation competence, trainers' beliefs, teaching practices, students' translation competence.

### الملخص

تعد الكفاءة في الترجمة الهدف الرئيسي لبرامج دراسات الترجمة حيث تسعى لتمكين الطلبة من تحقيق أعلى المستويات في هذه الكفاءة، لذا تقوم هذه الدراسة ببحث معتقدات وممارسات أساتذة الترجمة في تطوير كفاءة الترجمة في أحد البرامج الدراسية بجامعة في المملكة العربية السعودية حيث تستكشف أولاً من خلال الاستبانات معتقدات هؤلاء الأساتذة وممارساتهم لتحديد أي تباينات بين مايعتقده الأستاذ ومايقوم بتطبيقه من ممارسات. كما تقوم الدراسة بتسليط الضوء على الأسباب وراء هذه التباينات ومدى تأثيرها على الطلبة من خلال اجراء مقابلات شبه منظمة مع الأساتذة بهدف تحديد الجوانب التي بحاجة لتطوير، وتشير نتائج الدراسة إلى وجود تباينات بين مايعتقده الأساتذة وبين مايطبقونه داخل الفصول الدراسية، كما تشير الدراسة بأنه ليس جميع أساتذة الترجمة على معرفة بأهمية مكونات كفاءة الترجمة مما أدى إلى عدم التركيز بشكل كاف على هذه المكونات عند تدريس الطلبة، كما تشير دلالات الدراسة بضرورة تدريب أساتذة الترجمة على مكونات كفاءة الترجمة وتوفير أساتذة متمرسين ومتخصصين بالترجمة لديهم المعرفة والمهارات اللازمة.

**الكلمات المفتاحية:** تطوير كفاءة الترجمة، معتقدات أساتذة الترجمة، ممارسات التدريس، كفاءة الترجمة لدى الطلبة.

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## 1. Introduction

Translation competence has been the core aim for all translator training studies, yet, it has been controversial in terms of its actual definition. The definition includes components as a model which among them linguistic and extralinguistic knowledge, documentation skills, that comprise a model of what translation competence entails, but scholars (Nord, 1992; Bell, 1991; Neubert, 1994, 2000; Kiraly, 1995; Hurtado Albir, 1996a, 1996b; Cao 1996; Hatim & Mason, 1997; Risku, 1998; Kelly, 2002, 2005, 2007; González Davies, 2004; Shreve, 2006; Alves & Gonçalves, 2007; Katan, 2009; Göpferich, 2008, 2009) vary in what components it does include and the significance they assign each component. According to PACTE1 (2011), a group of researchers who empirically investigate the acquisition of translation competence, this competence is the underlying system of knowledge, skills and attitudes that are required to translate; this system includes the bilingual, extralinguistic, translation knowledge, instrumental, and strategic sub-competences, as well as psychophysiological components. According to (PACTE, 2011), bilingual sub-competence refers to a procedural knowledge to enable communication between two languages while extra-linguistic sub-competence is the declarative knowledge which includes encyclopaedic knowledge, bicultural knowledge, general world knowledge, and domain-specific knowledge.

Translation knowledge is also a declarative knowledge of the translation as a profession and its aspects unlike the instrumental sub-competence which is a procedural knowledge of the tools used in translation including computer-assisted translation tools and documentation resources. The fifth sub-competence in PACTE model of translation competence is strategic sub-competence which is a procedural knowledge to ensure solving any translation problem and maintaining the efficiency of the translation process. Psychophysiological components are the last sub-competence in PACTE model of translation competence, which refers to cognitive components such as memory attention, perception, emotions, and it includes attitudinal aspects such as ability to think critically, perseverance, curiosity, etc. In addition, Kiraly (2000) adds another sub-competence, namely, the professional sub-competence, which focuses on the linguistic and non-linguistic tasks that the translation market requires of translators. As far as this research is concerned, it is important to opt for a definition that includes most of the competences that underlie translation competence, as this study investigates how translation competence is understood by translator trainers and how they practice teaching students this competence.

Developing translation competence among translation students is the ultimate goal for any translation trainer, and their instruction seeks to explain translation competence and train students to acquire it. It is expected that every translator trainer has his or her own perspective towards translation competence and how it can be applied in teaching translation students based on his or her academic backgrounds and their translation experiences, especially if they have varied academic backgrounds (translation, linguistic, literature, etc.). As a result, it may not be certain

that all translator trainers share the same understanding in terms of the components of translation competence, and it is possible that not all trainers have the same beliefs in terms of the significance of each sub-competence for developing the overall translation competence of students. Moreover, normally these beliefs have their own effect on the practices of the trainer when he or she teaches their students. The literature on translator training shows a gap between the pedagogical implications derived from research and their applications in the classroom (Kelly & Martin, 2009; Kiraly, 2015; Orlando, 2016). It is evident that there is a strong relationship between teaching practices and the influence of teaching beliefs (Basturkmen, 2012; Kagan, 1992; Martínez Agudo, 2014; Pajares, 1992; Khasawneh, 2023).

Such topics have been discussed for a long time in education and language teaching research, but not enough research has been conducted particularly on translator trainers' beliefs and their real teaching practices in the classroom. Li (2018) investigated the pedagogical beliefs (teaching and learning) of five translator/interpreter trainers and concluded that those trainers' beliefs contained a mixture of behaviourism and social constructivism/situated learning that did not match students' beliefs. His study did not investigate teaching actual practices and only focused on trainers' beliefs. Another study, conducted by Wu et al. (2019), investigated translator trainers' beliefs and their actual teaching practices to understand how these could affect the development of students' translation competence. The researcher used mixed methods: a questionnaire to obtain translator trainers' beliefs, classroom observations to examine their teaching practices and interviews with translator trainers to understand the reasons behind any discrepancies between their beliefs and teaching practices. The study surveyed a group of translator trainers at several Chinese universities, and the results were significant. All translator trainers evinced a strong belief in the importance of the sub-competences for developing translation competence, but their primary focus was exclusively on developing the bilingual and translation knowledge sub-competences, marginalising other sub-competences in their training. The reasons for these discrepancies between trainers' beliefs and their teaching practices were due to a number of factors, namely, the self-efficacy of some trainers, the lack of motivation among trainers, the challenges students face in developing their language abilities, issues in the curricula, the assessment methods used and the lack of facilities at the university.

There are some studies in the Arab context that explored translator trainers' perspectives (Al-Faifi, 2000; Khoury, 2017) which demonstrated lack in some sub-competences of translation competence among students. These studies examined translator trainers' views of students' translation competence. However, an exploration of the existing literature suggests that there seems to be not enough research which has examined translator trainers' beliefs of the significance of translation sub-competences accompanied with their teaching practices in the context of the of Saudi Arabia in particular. The state of translator training programs in Saudi Arabia is varied in that translation training is delivered through two modes; it is either taught through an integrated

program (combining English language, literature and translation) or through a translation-based program, with the first mode being more common. In fact, this is not the case in Saudi Academic institutions only but even in many Arabic-speaking countries. According to Khoury (2016), there are no independent translation programs in Jordanian Universities, and translation is still part of Literature and Linguistics family according to the Higher Education Accreditation Commission in Jordan. However, the current study aims to explore the trainers' beliefs and teaching practices in a fully translation-oriented program in order to address these issues specifically within translation context.

It could be argued that some translator trainers may not be fully aware of the latest findings on the components of translation competence, and this could be due to their beliefs and understanding about the nature of knowledge, which impacts curriculum development and the learning experience design (Kiraly, 2006, p. 78), potentially causing discrepancies between what they believe in and their teaching practices in the classroom. Therefore, since there is a lack of studies on trainers' perspectives and their teaching practices in translator training, this empirical study investigates this research gap in an Arab context, taking a Saudi translation-based program as an example, with the aim of highlighting any potential discrepancies and reasons behind it and then offering recommendations to bridge it.

## **2. Trainers' beliefs and their teaching practices**

Trainers' beliefs are significantly associated with teaching practices (Basturkmen, 2012; Kagan, 1992; Martínez Agudo, 2014; Pajares, 1992), and it is important to take them into consideration to develop teaching practices. There is a disagreement among scholars concerning the definition of beliefs, and the distinction between beliefs, knowledge, attitudes and perceptions is still debatable (Yung et al., 2013). According to Borg (2003), "trainers' beliefs are the observable cognitive dimension of teaching - what teachers know, believe and think" (P. 81). The current study adopts the aforementioned definition because it identifies meaningful elements that are going to be pinpointed in the collected data without the need to differentiate between trainers' knowledge and their beliefs. It has been evidenced by a number of scholars (Cobern, 2000; Pajares, 1992; Verloop, Van Driel, & Meijer, 2001) that these two concepts are integrated and cannot be separated in trainers' minds. Therefore, beliefs can be used as a concept that encompasses beliefs, knowledge, attitudes and perceptions.

The interaction between trainers' beliefs and their teaching practices entails a recurring process that produces a certain pattern or teaching practice, mainly oriented around trainers' beliefs and the evident influence of these beliefs (Farrell & Kun, 2008; Johnson, 1992; Zhang & Rahimi, 2014). Trainers' beliefs determine the elements they teach to students as they believe that these elements are important for students to develop their translation competence (Borg, 2011; Pajares, 1992). Regardless of the validity of these beliefs, they are the main tool of the training given to

students in every classroom. Trainers may explicitly expose their beliefs to students and implicitly deliver them; for instance, translator trainers who do not believe that confidence is necessary for a translator/interpreter may not necessarily focus on psychological competence when teaching their students. However, having clear course specifications can contribute to curb discrepancies among trainers' beliefs and align their teaching with the objectives of each course to fulfil translation competence if these specifications are followed precisely.

On the contrary, a number of scholars have affirmed the lack of consistency that sometimes occurs between trainers' beliefs and their teaching practices (Basturkmen, 2012; Kubanyiova & Feryok, 2015; Wu et al., 2019). This inconsistency between beliefs and practices happens due to a number of contextual factors inside and outside the classroom (Borg, 2006). Trainers are affected by a number of external factors whilst teaching, such as curricula, colleagues, conflicting beliefs, school policies, students' individual differences, students' levels and expectations, the needs and demands of students, facilities, classroom environments and other constraints in the educational system (Burgess & Etherington, 2002; Farrell and Bennis, 2013; Gilliland, 2015; Roothoof, 2014; Kissau, Algozzine & Yon, 2012; Schultz, Jones-Walker & Chikkatur, 2008; Trinder & Herles, 2013). These factors may have an impact on many trainers' behaviours, but their beliefs, which are based on their own experiences and are considered to be fundamental in mastery teaching practices, may be more impervious to changes (Pajares, 1992; Pedrosa-de-Jesus & Lopes, 2011).

As a result, these external factors may have an effect on trainers' teaching practices, which may in turn lead to some changes in their practices; however, their beliefs may also remain impervious to these factors, which could lead to inconsistency between their beliefs and their teaching practices. For example, a translator trainer may believe in the importance of professional competence but may not work on developing it if no authentic models from the translation markets are available to them. However, these assumptions may need further empirical investigations in translator training research to be examined closely and see their possible impact.

Many implications have been drawn from research on trainers' beliefs and their teaching practices; Arnett and Turnbull (2008) and Borg (2011), for example, called for trainers to review their beliefs and look at the findings of relevant research that show the influence of their beliefs on their teaching practices and how these findings may challenge their beliefs. In the same vein, translator trainers should be encouraged to review their beliefs and consider the implications of such research, which can help them to realise how their beliefs could intentionally or unintentionally influence their teaching practices and lead to outcomes in which students understand the significance of translation competence. Therefore, the current study aims to find answers for the following research questions:

1. What are translator trainers' beliefs about translation competence in a translation program at a Saudi university?



2. What components of translation competence are the focus of instruction in training practices for translator trainers?
3. Are there differences between translator trainers' beliefs and practices? If so, why?

### **3. Methodology**

This study is mixed methods research design, whereby both quantitative and qualitative methods with a concurrent triangulation design are employed to collect quantitative and qualitative data at the same time. The reason for selecting the two types of data, quantitative and qualitative, is to accurately define the relationship between variables and to have a fuller understanding of the research problem than a monomethod approach would allow (Creswell & Plano Clark, 2011). The first method is a closed-ended questionnaire targeting translation trainers that aims to, first, obtain data about their background and, second, identify their beliefs about translator competence using 31 items and, third, explore their training practices in the classroom through the same 31 questions. These questions are designed to have direct responses from the participants concerning their profiles, beliefs in translator competence and even teaching practices they use in the classroom. The questionnaire was created based on a consultation of the relevant literature (Kiraly, 2000, 2006, 2015; PACTE, 2003; Wu et al., 2019), especially the latter study which explored trainers' beliefs and practices in translation programs at Chinese universities. The 31 items measure the seven sub-competences: the translation knowledge sub-competence (items 5, 9, 20, 25 and 29), the professional sub-competence (items 12, 19, 22 and 31), the bilingual sub-competence (items 1, 2, 13, 21 and 30), the extralinguistic sub-competence (items 8, 10, 18 and 28), the strategic sub-competence (items 3, 11, 14, 23 and 27), the psychological sub-competence (items 4, 6, 24 and 26) and the instrumental sub-competence (items 7, 15, 16 and 17). The questionnaire uses a five-point Likert scale to measure the degree to which trainers believe in the significance of the sub-competences and also the degree to which they apply them in the classroom. The degrees of agreement for the second part of the questionnaire (trainers' beliefs about translator competence) are not at all important, slightly important, somewhat important, very important and extremely important, and for the third part (trainers' practices), frequencies are never, rarely, occasionally, frequently and very frequently.

#### *3.1 Data collection*

The data collection took place in an undergraduate translation-based program (English/Arabic) at a Saudi university, where 26 translator trainers, male and female, who teach any translation course in the program, were invited to take part in the questionnaire in January 2023. It is important to note that there are some translation trainers who teach translation courses though their academic background is not particularly in translation but rather in applied linguistics in general, therefore, it was important to highlight this variable when analysing the first part of the questionnaire, which seeks to identify translation trainers' profiles. It is possible that this variable could play a role in

the discrepancy between beliefs and practices among trainers whose background is not fully translation-oriented.

The questionnaire was followed by semi-structured interviews with a number of translation trainers to discuss the reasons behind the detected discrepancies between their beliefs about translator competence and their practices in the classroom. These interviews provide a deep investigation into the reasons and the solutions to bridge any potential gaps in the research.

Participants in the questionnaire and interviewees were informed in advance that their participation in the study will be confidential and anonymous and their inputs will not be associated with their identities. Many of the participants requested the anonymity of the name of their academic institution for privacy reasons and their request was dealt with accordingly.

### *3.2 Study sample*

All participants who took the questionnaire teach translation courses in the case-study program and hold a minimum of a master's degree (as shown in Table 1) in either translation/interpreting, applied linguistics or English literature; the majority hold degrees in translation/interpreting. It could be noticed that not all trainers have a full academic background in translation in particular and this could be due to the lack of specialized translator trainers. According to Salamah (2021), many translators training programs in the Arab world have a shortage of qualified and specialized translator trainers which drives the programs to recruit trainers specialized in linguistics or literature. Translator trainers' profiles in Table 1 also show that most of them, except for four trainers, have more than five years of experience in teaching translation, while some of them have up to 20 years of experience in this field. These levels indicate that most of the trainers have sound experience in translation teaching and have been in close contact with how translation competence is developed. They have also been engaged with translation research, as many of them have high academic ranks as assistant professors and associate professors.

**Table 1.** *Profiles of Translation Trainers.*

<b>Gender</b>	Male	14
	Female	12
<b>Age</b>	21–29	4
	30–39	7
	40–49	10
	50–59	4
	60 and above	1
<b>Experience in Translation Teaching</b>	Less than 5 years	4
	5–10	8
	11–15	7
	16–20	7
	Master's degree in translation\interpreting	6

<b>Academic Qualification</b>	Master's degree in applied linguistics	1
	Master's degree in linguistics	1
	PhD in translation\interpreting	12
	PhD in applied linguistics	3
	PhD in linguistics	1
	PhD in English literature	2
<b>Academic Rank</b>	Lecturer	8
	Assistant professor	15
	Associate professor	3

#### 4. Data analysis:

The data were analysed with SPSS (Statistical Package for the Social Sciences) software using a paired sample t-test. To ensure the reliability of the questionnaire, Cronbach's Alpha was used, the internal consistency of the questionnaire was  $\alpha = .911$  for the part dedicated to the translator trainers' practices and  $\alpha = .921$  for the part dedicated to the translator trainers' beliefs about translation competences, indicating acceptable levels of internal consistency in the questionnaire (Dörnyei & Taguchi, 2010).

The interviews were first transcribed and then a qualitative approach for thematic analysis was conducted, whereby both deductive and inductive coding approaches were used (Miles, Huberman & Saldana, 2018). The deductive approach helped to identify and code significant elements that reflect trainers' beliefs and practices and to categorise into predetermined themes (the seven sub-competences of translation competence). The inductive approach provided significant elements that explain possible causes for the discrepancies between trainers' beliefs and practices and these were then coded and categorised into a number of factors considering the nature of the codes.

#### 5. Results and discussion

The results of the quantitative and qualitative data are divided into two sections: first, the translator trainers' beliefs about translation competence compared with their practices in the classroom and, second, a discussion of the results of the detected discrepancies between translator trainers' beliefs and their teaching practices is given.

##### *5.1 Translator trainers' beliefs about translation competence and their teaching practices in the classroom*



The results show an overall agreement among translator trainers about their beliefs in the significance of the seven sub-competences of translation competence in which the mean in their rating of these competences is above four, i.e., *extremely important* (as shown in Table 2). This makes the translation knowledge and bilingual sub-competences the most important and the instrumental and psychological sub-competences *extremely important*, which is not considered to be a significant difference in the importance of all the seven sub-competences, as they all were rated in the range of *extremely important*. These results indicate that all trainers realise the necessity of working on all these sub-competences for developing translation competence. These results are also in line with what Kiraly argues, that “teachers tend to share a high degree of awareness of the importance of helping students develop translation-specific as well as non-translation specific dispositions and capabilities” (2006, p. 83). This consensus among the translator trainers surveyed also indicates that there are no trainers who have opposing views in terms of the significance of every component of translation competence and that the majority of them have a willingness to further understand translation competence; however, as will be shown in discrepancies between translator trainers' beliefs and their training practices section, some of these components may not be clearly known to some trainers. This finding correlates to the finding of Wu et al. (2019) study where translator trainers also acknowledge the significance of all sub-competences of translation competence in their beliefs with nearly no opposing beliefs.

However, by looking at trainers' practices, it is noticeable that there is a difference between what the translator trainers believe and what they practice in terms of focusing on these seven sub-competences when teaching translation courses to the students in the program. As shown in Table 2, the same seven sub-competences did not have the same high rating of trainers' beliefs; rather, the mean rating of trainers' practices of these sub-competences was below four *frequently* meaning they were close to *occasionally* being applied. The lowest rating was 3.18 for the psychological sub-competence, 3.22 for the strategic sub-competence, 3.52 for translation knowledge sub-competence followed by professional and instrumental sub-competences, respectively. The two sub-competences that received the highest rate of application in the classroom were the bilingual and extralinguistic sub-competences. In other words, the students' training may be highly focused on the procedural knowledge that is needed for communication between the two respective languages (the bilingual sub-competence) and on the declarative implicit and explicit world knowledge, domain-specific knowledge, encyclopaedic and bicultural knowledge (the extralinguistic sub-competence). The students' training may also be less focused on cognitive components such as memory, creativity, analysis, perception, confidence and on procedural knowledge to ensure the efficiency of the translation process and solve translation problems (the strategic sub-competence). The students may have not been given by their trainers an enrichment of knowledge of how translation functions and about the professional practice of translation (the translation knowledge sub-competence); the professional skills needed in the translation market, such as flexibility in work performing language and nonlanguage-related tasks (the professional

sub-competence); and on using Computer-Assisted Translation tools (the instrumental competence). The sub-competences with a low rating mean indicate that there are discrepancies between trainers' beliefs about translator competence and what practices they use when teaching students, which could affect the full cycle of developing translator competence embodied within the seven sub-competences. This dichotomy between trainers' beliefs and their teaching practices is also detected in translator training programs in China (see Wu et al. 2019).

**Table 2.** *Translator Trainers' Beliefs of Translation Competence and Their Practices in the Classroom.*

Sub-competences	Trainers' Beliefs		Trainers' Teaching Practices		Paired Samples T-Tests		
	M	SD	M	SD	T	P	d
Translation knowledge	4.95	0.32	3.52	0.44	13.40	.001	1.27
Bilingual	4.92	0.56	4.53	0.66	2.29	.025	0.54
Extralinguistic	4.81	0.79	4.12	0.85	3.03	.003	0.83
Professional	4.78	0.83	3.66	0.76	5.07	.001	0.86
Strategic	4.56	0.36	3.22	0.29	13.45	.001	1.33
Instrumental	4.48	0.73	3.81	0.92	2.90	.005	0.88
Psychological	4.33	0.35	3.18	0.29	12.90	.001	1.11

Table 2 shows that the p value of the results for all sub-competences except the bilingual sub-competence indicates a difference between trainers' beliefs and their teaching practices, which confirms the overall inconsistency that needs to be dealt with. Some differences between trainers' beliefs and teaching practices were expected as finding the exact beliefs reflected in the teaching practices for all trainers is rare; however, the discrepancies were not expected to be so significant. These results necessitate a further investigation into the reasons behind these differences before embarking on any further training to improve the translator trainers' classroom practices.

### *5.2 Discrepancies between translator trainers' beliefs and their training practices*

To provide further in-depth input concerning the beliefs and practices of translator trainers regarding translator competence and to explore the reasons behind the discrepancies between them, the results of the semi-structured interviews with the translator trainers are displayed in Table 3.

**Table 3.** *Excerpts of Interviews with Translator Trainers.*

<b>Type of Factor</b>	<b>Category</b>	<b>Frequency <sup>1</sup></b>	<b>Brief Excerpts</b>
Internal factor	Trainers' knowledge	6	It is my first time to know some of the components of translator competence such as psychological and the professional. I used to focus in my lectures mainly on the other competences and this is due to my academic background which is linguistics. You know ... I believe we need more training to develop our teaching of translation courses.
External factor	Curriculum	5	I cannot say the courses in our BA program cover all sub-competences, in fact, they involve a large number of practical translation courses in various fields. We need more theoretical courses in the program to enlighten translation teachers of the essence of translator competence.
External factor	Equipment	5	In my opinion, learning the instrumental competence is very important to the students and we have a course called Computer-Assisted Translation. However, not all translation software available to us when we teach as we just give the students an idea about these tools. Trados, memoQ, Translator Pro and Star-Transit must be available in our computer labs so that we can train the students on how to use them. They are a great asset to the students in assisting them in editing their translations as the world nowadays requires fast translations.
External factor	Curriculum	4	Unfortunately, we do not teach these divisions of translator competences as we have one course in translation theory, which seeks to discuss theories given by prominent scholars, such as domestication, foreignization by Venuti, Skopos theory by Vermeer, etc. We have to dig deeper in translator competence as it is the ultimate aim for all of us.
External	Students' abilities	2	Every time I bring my students a new text, I find different translation problems, some could be new and challenging to the students, so I always try to find solutions to them with my students by activating the "strategic sub-competence" which is very important. But it is not about only relying on what you have of knowledge, rather seeking other sub-competences to help you find the solutions as all the sub-competences are related and students need to learn this.

External	Curriculum	6	The professional sub-competence is a very important part of translator competence and it cannot be taught in isolation from the translation market. We do not have a course assigned for simulating translation market conditions neither is this mentioned in translation course specifications. It is conducted by individual efforts from some instructors. For example, when I teach my students, I try to create the conditions of translation market in the classroom as I distribute the tasks between students in groups whereby there are translators, editors and revisors. I also insist on the time constraints and client's requests so that they experience these normal conditions for any translator.
External	Students' abilities	4	It is important for students to understand the different linguistic features of Arabic and English since each language has different linguistic and structural differences. They can be enhanced by bilingual and extralinguistic sub-competences. I believe these two establish the ground for students to translate and the other
Internal	Trainers' knowledge	6	I see all these competences important to develop translator competence of students, but I think some of my colleagues may not have sufficient knowledge of them because of their specialisation. Not all translation trainers are particularly specialised in translation and some of them are specialised in linguistics or English literature.

The discrepancies between translator trainers' beliefs and their training practices are also evident in the excerpts from the interviews; as indicated in Table 3, most interviewees commented on these discrepancies. Their comments are influential to clarify the reasons behind these discrepancies.

The results were due to a number of internal and external factors, namely, the translator trainers' knowledge of the sub-competences, issues related to the program curriculum and students' abilities. They indicate that some translator trainers may not be fully aware of these sub-competences, and this lack could be due to their academic background, which could be in linguistics or English literature which goes in line with Atari's (2012) assertion, with reference to trainers who do not select suitable text materials in translation, "this drawback in classroom teaching has to do with the fact that many trainers have never been professional translators; that is, they are either linguists or literature specialists" (p.109). This factor is also noted in Table 1; some of them hold degrees in these fields, though they teach translation courses and have years of experience in teaching translation. Another result indicated that the reason they do not focus on all the sub-competences whilst teaching is due to the BA program in which they teach, which does not offer courses that cover what students need to gain a full understanding of the translator competence

components. This factor may indicate the need for a greater understanding of translator competence and its sub-competences among trainers before they teach them. In fact, even if there is a need for development in these areas of the program, this need does not abolish the translator trainers' role of enlightening his or her students about the components of translator competence by explaining the sub-competences to students and teaching them how each sub-competence can be developed. This is the expected role of trainers inside the classroom, and this lack can be bridged by trainers' efforts to drive more focus on establishing an understanding of the sub-competences and how they constitute the translator's overall competence.

The results also indicate that some trainers see the reasons behind the lack of sufficient practice of the instrumental competence because of insufficient equipment in the programs, as some computer-assisted translation tools are not provided by the program. It is also clear that trainers realise the significance of this sub-competence insofar as they see these tools as assets to the students. Moreover, another trainer deemed the strategic sub-competence to be very important and affirmed his practice of it with students in the classroom, with the aim of refining it to the highest possible level, though they face challenges in solving translation problems, especially with new texts.

The professional sub-competence is one of the sub-competences whose significance was rated high, but it wasn't practiced at the same level. An interviewee explained that there is a lack of representation of the dynamics of the translation market inside the classroom as it is not within the curriculum of the program; however, some translation trainers have attempted to expose students to them. This inadequacy in the curriculum, which leads to the lack of practice of the professional sub-competence, is worrisome since it is vital that students are exposed to the conditions of the translation market before they begin their professional careers. Another possibility for the lack of practice of this sub-competence, bearing in mind that some trainers do not have a full translation academic background, is the lack of full knowledge of it among translation trainers.

This study's findings of discrepancies between translator trainers' beliefs and teaching practices are also demonstrated by Wu et al. (2019), who found differences among translator trainers' beliefs and teaching practices in all six competences, except for the translation knowledge sub-competence. This correlation affirms that translator trainers in different regions could have these discrepancies. Therefore, it is of utmost importance to draw implications that contribute to bridging these detected gaps in order to develop translator trainers' teaching practices and, ultimately, to develop students' translation competence appropriately. The scope of further research investigation into trainers' beliefs and practices is viable in which there is a possibility to explore other translation-based programs which are fully equipped with translation-specialist trainers where they could be some changes of results in a different context. Students can be also involved as part of assessing trainers' beliefs and practices.

## 6. Conclusion

The results of this empirical study indicated that the beliefs of translator trainers about translation competence are overall significant in that they realise the significance of it for students to develop their ability to progress in their programs of study and in their future professions as translators. There was no marginalisation of any sub-competence, they were all considered very significant. However, a number of discrepancies between what translator trainers believe in and what they actually practice to develop students' translation competence in the classroom were detected. The reasons behind these discrepancies were due to a number of internal and external factors.

The internal factors behind these discrepancies are mainly related to some trainers' lack of detailed understanding of the sub-competences underlying translator competence, which are very necessary for all trainers, and the external factors are represented in the lack of equipment, challenges related to students' abilities and the need to further develop the curriculum. The study examines a number of implications that can contribute to bridge this gap between trainers' beliefs and practices, a gap that sets off an alarm for the need to improve the training of some translator trainers, especially those who lack knowledge of the sub-competences. This training can mainly focus on breaking down the sub-competences that need further investigation and should exclude already known sub-competences of translator competence to establish a good understanding of this concept. Subsequently, it can focus on how all these sub-competences work towards the ultimate aim, which is developing students' translation competence.

Another implication is related to the academic background of translator trainers, some of whom are not in the translation/interpreting field but instead in other fields such as linguistics, English language teaching and literature. Such backgrounds justify the lack of knowledge for some translator trainers, who expressed during their interviews that they were not aware of the sub-competences of translation competence due to their academic background. Therefore, it is necessary to equip the translation-based programs with well-trained and translation-specialised translator trainers to ensure a well-experienced and qualified academic cadre that has the knowledge and skills that translator trainers need to have.

### Endnotes:

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1. Refers to the number of times this sub-competence was discussed by interviewees during the interviews.
2. PACTE corresponds, in Spanish language, to the English: Process in the Acquisition of Translation Competence and Evaluation



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