

Assessment of the Perspectives of Experts on the Evolution of Translation Education in the 21ST Century

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Abstract

Translation education has been totally influenced by the 21st century innovations and transformation, both in technology and in the expanding need for cross cultural communication. As a result, there has been a paradigm shift in the methodology and pedagogical approach employed in this field. The objective of this study is to investigate and highlight the aforementioned trends that have subsequently facilitated the development of contemporary translation education. Furthermore, this study aims at elucidating the viewpoints of experienced professionals in the domain of translation studies regarding the development of translation education in the contemporary era. This study investigates diverse aspects of translation education, encompassing the creation of curricula, implementation of pedagogical approaches, incorporation of technology, and cultivation of fundamental competencies. With the use of an online questionnaire, the study garnered responses from one-hundred and thirty-five (135) research participants. These responses which formed the basis of the data for the study were presented using descriptive-statistic method and also analyzed using a quantitative research methodology. Several significant findings were derived from the data that was presented and scrutinized. The results of this study offer significant contributions to the understanding of the changing requirements and obstacles encountered by instructors in the field of translation, underscoring the significance of modifying pedagogical approaches to align with the requirements of the current translation landscape. Drawing upon the insights provided by the research participants, the present study puts forth suggestions for augmenting the quality of translation education in the contemporary era. The proposed guidelines entail the integration of technological innovations in educational programmers, the promotion of professional development and analytical proficiencies, the facilitation of partnership among academic institutions, and the recognition of the viewpoints of professionals in the domain of translation education.

Keywords: Translation Education, Trends in Translation Education, Contemporary Translation.

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1. Introduction

The 21st century has brought about significant metamorphosis in the domain of translation, propelled by progressions in technology, globalization, and the incessantly growing requirement for intercultural connection. The act of translation, which serves as a crucial tool for overcoming barriers of language and culture, has assumed novel complexities and obstacles in the contemporary age of swift dissemination of information and interdependence. The field of translation education has been consistently raising concerns about the necessity of adequately preparing future translators to face the issues of an era that is becoming more interconnected and globalised. As such, novel developments in this domain have emerged with the aim of improving translation pedagogy and method of learning translation.

According to Mohamed et al. (2021), translation education pertains to the structured procedure of instructing students on the competencies and expertise essential for proficient translation. The aforementioned definition aligns with the notion that translation education encompasses a variety of endeavors, including but not limited to language acquisition, textual examination, translation drills, cooperative efforts, technological implementation, and ongoing career advancement. Alwazna (2021) posited that translation teaching is a distinct undertaking that involves the instruction of translators as well as interpreters, whether in formal academic environments or in non-institutionalized settings. The pedagogical practice of teaching translation encompasses a range of responsibilities, such as formulating a syllabus, conducting classes, composing educational resources, and executing and enforcing the curriculum, Pintado (2022). Moreover, the field of translation studies has undergone significant developments, resulting in a notable transformation in translation pedagogy. Historically, translation education prioritized imparting the technical skills required for transmitting expression from a particular tongue to another. However, with the increasing globalization and intercultural exchange, translation education has broadened its scope. According to Alwazna (2021), the shift in paradigm can be attributed to several factors such as improvements in technology, globalization, and evolving needs as well as issues encountered by translators in a world that is becoming more interrelated.

Several scholarly publications, like Mohamed et al. (2021), Alenezi (2020), and Pintado (2021), amongst others, have recorded a substantial number of the consequences of the development of translation education. Education in translation has evolved over time, which has resulted in improved cultural awareness, specialization, the incorporation of technology, a dynamic professional identity, heightened interest in services involving translation, and a necessity for continuous education. Additionally, Pintado (2021) asserts that these modifications are indicative of the fact that translation field exhibit constant evolving nature and there is necessity for experts in translation to adjust to the changing demands.

General, translation education has undergone a transformation towards an inclusive and culturally attuned methodology. In other words, it acknowledges the significance of not solely possessing linguistic proficiency, but also comprehending cultural nuances and possessing specialized expertise. Translation education will undergo further development to cater to the demands of an increasingly interrelated and distinct culture, as the world undergoes constant transformation and languages constantly come into contact.

2. Literature Review

The discipline of translation education, which is focused on equipping prospective translators with the necessary skills for their career, has experienced substantial changes in the current century. The development of translation education has been influenced by technological progress, globalization, ethical and professional considerations, and

changing pedagogical methods. The objective of conducting a literature review pertaining to this subject matter is to furnish a thorough comprehension of the modifications that have transpired and their ramifications for programmes designed to train translators.

2.1. Translation Education: an Overview

The field of translation has a rich and extensive historical background, tracing its roots to early civilizations such as ancient Egypt, Mesopotamia, and ancient China, as noted by Erton (2022). Historically, the educational approach to translation has prioritized the development of language as well as cultural proficiency, placing a focus on language proficiency and the translation of texts. Initially, translation programmes predominantly adhered to a theoretical framework with limited emphasis on hands-on training. The aforementioned authors, namely Venuti (1995), Snell-Hornby (1995), and Baker (2011), have demonstrated this phenomenon in their respective works. Awezbekova (2022) expounds on the historical evolution of translation programmes and posits that prior to the 20th century; translation was predominantly regarded as a pragmatic expertise that was acquired through training or private exposure. Pintado (2021) notes that in the early 20th century, translation courses and programmes were introduced by universities in Europe and North America. The aforementioned programmes have the objective of imparting to students a thorough comprehension of theories of translation, approach, and practice.

The field of translation education has undergone an evolution from a primarily linguistic orientation to a multifaceted direction. In its early stages, translation education placed significant emphasis on the development of linguistic competence and the critical examination of written works. As the discipline advanced, experts acknowledged the necessity of incorporating diverse fields, including language, ethnography, and literary works, into the translation syllabus. The objective of this holistic strategy was to provide students with a more comprehensive comprehension of the intricacies of translation and the socio-cultural environments in which it is situated. Alenezi (2020).

The study conducted by Pintado (2021) investigates the transition from a conventional theoretical framework to a more specialized approach in the field of translation education. The research examined the acknowledgement of translation as a distinct field of study and the implementation of dedicated translation curricula at academic institutions. Bahromovna (2022) and Awezbekova (2022) investigate the incorporation of different theoretical standpoints, such as functionalist and socio-cultural approaches, and emphasis on the application of knowledge. Other scholars, including Jolly & Maimone (2022) and Bowker (2020), argue that translation teaching has undergone a shift from a positivist to a constructivist epistemology; from a focus on the original and intended content to the procedure of translation and translator, and from instructor-driven to a student-focused methodology.

In light of recent developments in translation, experts have explored the integration of technology within translation education. This approach prioritizes instructing students in the proficient utilization of computer-assisted translation (CAT) tools, machine translation, along with various software-based approaches. The primary objective is to augment effectiveness, enhance value, and empower upcoming translators with all the requisite technological abilities necessitated by the dynamic translation sector. Scholars, including Hubscher-Davidson & Devaux (2021) and Liu et al. (2022), have examined the influence of technology on translation education, particularly in light of recent trends. Their research provides valuable insights into the educational benefits of these new tools and highlights the importance of instructing learners on how to utilize them efficiently.

2.2. Translation Education in the 21st Century

The transformation in translation education has resulted in a fundamental change that has altered the approach to training translators, equipping them with the necessary skills to

navigate the complexities and prospects of the current translation sector. Alwazna (2021) asserts that the shift in emphasis within the domain of translation education has led to the emergence of what is commonly referred to as contemporary translation education. Nevertheless, contemporary translation education provides translators with the essential competencies, expertise, and perspective required to effectively manage the intricacies of translation in the current era, Liu et al. (2022). The works of Mohamed (2021), Bowker (2020), Jolley & Maimone (2022), addressed some factors that were responsible for the emergence of translation education in the 21st century; which include globalization, technological advancements, ethical consideration professionalization, and the multifaceted nature of translation, among others. Pintado (2022) has provided additional evidence to support the notion that these factors have had an impact on the curriculum, pedagogical techniques, and general approach to training language professionals for the field of translation.

According to Mohamed et al. (2021), translators encounter the difficulty of maneuvering through varied cultural terrains, adjusting to distinct linguistic tones and manners, and serving as intermediaries between the source and destination cultures within the context of globalization. The notion of intercultural proficiency and the comprehension of power dynamics in translation are pivotal factors in guaranteeing efficacious and culturally appropriate communication. The advent of globalization has brought to the fore the imperative to overcome linguistic and cultural barriers in a world that is increasingly interrelated. Consequently, translation programmes have placed significant emphasis on promoting cultural awareness, intercultural proficiency, and efficient interaction across distinct cultural settings.

Another significant factor is the swift progression of technology. The translation sector has undergone a revolution due to innovations in technology. The translation process has been considerably influenced by translation tools, including machine translation, computer-assisted translation (CAT) tools, and terminology management systems. The present-day education in translation encompasses instruction in these technological tools, empowering learners to exploit their advantages while comprehending their constraints. Professional translators are trained to proficiently employ such tools, thereby guaranteeing their proficiency in a translation environment that is heavily reliant on technology. Alwazna (2021) investigated the implementation of the Corpus-Based Translation approach as a pedagogical tool for teaching translation. The argument posited that the utilization of corpus tools in translation pedagogy would facilitate the ability of translation instructors to leverage the original components of parallel corpora in order to devise translation tasks for their students, while also utilizing the target components to contrast the translation work of students with that of seasoned translators.

Translation has gained more visibility as an independent field that demands specialized abilities as well as expertise. As a result, translation education has adopted an enhanced and professionalized approach. Mohamed et al (2021) asserts that contemporary translation programmes priorities the cultivation of cross-disciplinary competencies and ethical consciousness in addition to proficiency in languages. Moreover, contemporary translation education acknowledges the significance of hands-on training and continuous career advancement. The academic institution offers its students various avenues for practical experience such as internships, collaborative tasks, and interaction with professionals from relevant industries. The practical methodology employed in this approach enables prospective translators to acquire practical experience, establish professional connections, and comprehend the standards and demands of the industry.

Alenezi (2020) posited that the contemporary translation education has been influenced by the multifaceted nature of translation. The field of translation necessitates a multidisciplinary approach, as it involves the acquisition of expertise and comprehension in diverse fields of study, specialized domains, and cultural contexts. Hubscher-Davidson & Devaux (2021) delineated the following areas as comprising the field of language,

cultural studies, specialized knowledge fields, and technology. Erton (2022) argued that the multifaceted traits of translation have had an impact on translation education, resulting in a more comprehensive curriculum that incorporates the aforementioned fields. Thus, the utilization of an interdisciplinary approach provides translators with a broader range of skills to effectively address the multifaceted requirements of their field.

Alwazna (2021) has identified a crucial element, namely the alteration in pedagogical methodology. The evolving needs and changes in translation necessitate that educators modify their pedagogical approaches to adequately equip students with the requisite skills to navigate the difficulties that they will encounter in the professional domain. As per Mohamed's et al (2020) assertion, this particular factor subsumes other factors that have been previously expounded upon. The study concludes that the developing pedagogical methodologies in modern translation education are motivated by technological progress, specialized demands, cross-cultural communication, and vocational norms. Modifying the educational syllabus and pedagogical approaches to account for these variables empowers instructors to more effectively furnish learners with the competencies and expertise required to thrive as proficient translators in the contemporary dynamic milieu.

2.3. Implication of the Emergence of the Evolution of Translation Education in the 21st Century

As the domain of translation education continues to embrace relevant trends like globalization and technological advancement, there is huge tendency of continual and rapid change in focus and methodology in the field. Numerous scholars, including Liu et al. (2022) and Bowker (2020), have documented a substantial number of implications linked to contemporary translation education. Alwazna (2021) posits that the advent of contemporary translation education has resulted in a transformation of pedagogical methodologies in the discipline, revision of the curriculum, a heightened focus on translation ethics and professionalism, the cultivation of translator abilities and knowledge, the refinement of translation processes and tools, and a focus on collaboration and networking.

The field of contemporary education has undergone a shift in pedagogical approaches, wherein there has been a move away from conventional teaching techniques towards proactive learning approaches that priorities the student's role in the learning process. The transformation is motivated by an increasing recognition of the significance of involving learners, fostering analytical reasoning, and equipping them for the challenges of an ever-evolving society. Alenezi (2020) proposed that this transition has led to the emergence of diverse pedagogical methodologies in contemporary translation education. The pedagogical strategies that are commonly employed in contemporary translation education include student-centered approaches, which entail a change in emphasis from the instructor as the main provider for information to students as engaged learners and contributors of information. Additionally, experiential learning is utilized to engage students in real-life experiences, while technology-enhanced learning involves personalized learning experiences. Other strategies include differentiated instruction, collaborative learning, and culturally responsive teaching. According to Alenezi (2020), the pedagogical approaches mentioned above have a positive impact on student involvement, creativity, and the achievement of significant learning goals. The integration of theory and practice, as well as acknowledgment of various student needs is a crucial aspect of employing these strategies in the learning environments.

Furthermore, Erton (2022) also recognized the redesign of curriculum as one of the implications of contemporary translation education. The study posited that contemporary translation practices have facilitated the successful evolution of translation curricula in higher education, with the aim of addressing the evolving demands and complexities of the field. This claim is corroborated by the findings of Mohamed et al. (2021) findings, which suggest that students possess a range of skills, including proficiency in languages,

adeptness in utilizing translation innovations, analytical and creative competencies, cultural competency, and project management proficiency. Erton (2020) provided a summary of an effective approach for translation instructors to revamp the curriculum, which aims to equip students with the essential skills, abilities, and adaptability required to thrive in the ever-evolving translation industry of the present day. The aforementioned entities fall within the purview of educating students on translation tools, promoting exploration and comprehension of diverse cultural viewpoints and preferences, and facilitating the production of culturally suitable translations. Additionally, specialized lessons or courses may be provided to concentrate on certain areas, including but not limited to legal, medical, technical, or financial translation.

The traditional approach to translation education has frequently overlooked the pragmatic facets of the vocation. The current trend in translation education places significant emphasis on the significance of professional growth. According to Pintado (2021), contemporary translation programmes have incorporated teamwork, industry collaborations as means of offering students practical knowledge and expertise with professional translation techniques. This transition facilitates the acquisition of fundamental competencies, professional connections, and a holistic comprehension of the translation sector for individuals interested in pursuing a career in translation.

The incorporation of technology is identified by Alwazna (2021) as a noteworthy consequence of contemporary translation education. The integration of computer-assisted translation (CAT) tools, machine translation (MT), and other language technologies has revolutionized the translation procedures. The incorporation in question has resulted in an improvement in translation effectiveness, precision, and efficiency, thereby leading to a redefinition of the tasks of translators and the specific abilities they needed. The perspective, which is corroborated by Alenezi (2020), posits that the proficiency and efficacy of translators can be enhanced when they receive training in the optimal utilization of computer-assisted translation (CAT) tools, machine translation (MT) systems, terminology management tools, and other technology-driven tools.

The advancements in translation education have additionally enabled the fostering of cooperation and interconnection among translators and professionals in the field. The contemporary approach to training individual translators has undergone a transformation to encompass collaborative undertakings, collective deliberations, and reciprocal evaluations among peers. As per Alenezi's (2021) findings, this transition facilitates the cultivation of an optimal educational milieu, stimulates the transfer of ideas, and fosters the development of analytical abilities in students of translation. Moreover, Pintado (2021) acknowledges that online platforms, virtual classrooms, and translation communities serve as avenues for fostering cooperation, feedback from peers, and information dissemination. As a result of the advent of contemporary translation education, translators are now able to establish connections with peers, participate in joint initiatives, and establish professional networks, thereby broadening their prospects for career growth.

2.4. Gap in the Literature

The contemporary literature on translation education has expanded significantly, yet there exists a conspicuous void in the evaluation and comprehension of the viewpoints of professionals in this field. The extant literature frequently centers on the development of curricula, instructional methodologies, and the incorporation of technological tools within the context of translation education. Nonetheless, the body of literature that focuses exclusively on soliciting the perspectives and opinions of authorities in the domain, such as proficient translators, instructors, business practitioners, and delegates from translation societies or groups, is limited. However, it is imperative to comprehend the viewpoints of these professionals in order to pinpoint the domains that necessitate focus and enhancement in translation education. Examining the viewpoints of professionals can

provide insight into the obstacles confronted by instructors and professionals in contemporary times, including the effects of technological progress and globalization, among other factors. The examination of these issues has the potential to provide insights into approaches for improving translation education and harmonizing it with the demands of the industry.

2.5. Research Questions

The study aims to conduct a thorough evaluation of the viewpoints of professionals regarding translation education in the current era. To achieve this objective, the research will investigate and deliberate upon the subsequent research questions

1. What are the perspectives of experts on the trends that have led to evolution of translation education?
2. What are views of experts on the implications of these trends on the translation education domain?
3. What are the opinions of experts on the challenges of contemporary translation education?

3. Method and Procedure

A. Study Approach

A quantitative approach was used to analyze the information gathered. However, a random sample of 135 experts in the subject of translation was chosen. These experts included both academics and professionals in the field of translation education. Nonetheless, the recognized experts' viewpoints on the developments, trends, and statistical relevance will be revealed through the quantitative evaluation of the data, providing essential knowledge to the area of translation education.

B. Study Community

The research study community is composed of experts in the domain of translation, namely, educators and practitioners of translation. The study's sample comprised 135 study respondents who had been chosen randomly from different places, each with distinctive educational and professional experiences.

C. The Study Sample

One hundred and thirty-five (135) translation instructors and professional translators from all across the world made up the study's research sample. Participants were solicited and enlisted using various digital platforms and internet discussion boards. However, they participated in the research's survey using a Google web form. The demographic factors of age, gender, and employment history were not evenly distributed among the study sample. In addition, participants' ages ranged from 30 to 65. There was an almost equal split between male and female participants in this survey, with 48.1% of participants self-identifying as female and 51.9% as male. Ethical considerations were also taken into account throughout the study's data collection process. In order to protect the privacy of the participants, informed consent was obtained before collecting any data from them.

Table 1: Demographic Variables

Categories	Sub-categories	Frequency	Percentage
Gender	Male	70	51.9%
	Female	65	48.1%
Age Range	30-39 years	25	18.5%
	40-49 years	45	33.4%
	50-59 years	40	29.6%
	60+ years	25	18.5%

Languages Specialization	Multiple languages	110	81.5%
	Single Language	25	18.5%
Years of Experience	5-9 years	45	33.3%
	10-19 years	40	29.6%
	20+years	50	37.1%
Educational Background	PhD	50	37.1%
	Master's	60	44.4%
	Bachelor's	25	18.5%

D. Study Tools

The study involved the administration of a Likert Scale-based questionnaire consisting of five points to each participant. The questionnaire is composed of four basic elements. The first section of the analysis is dedicated to the evaluation of key demographic factors. The second section of the survey is in accordance with the perspectives of translation instructors and professional translators concerning the patterns that have contributed to the development of translation education. The third aspect concerns the perspectives of professionals regarding the ramifications of these patterns on the field of translation education. The fourth segment delves into the perspectives of professionals regarding potential enhancements to contemporary translation education.

E. Method of Data Analysis

The data obtained via the Likert-scale survey was analyzed using descriptive statistics, which entailed the utilization of tables and graphs. The distribution of responses was determined by calculating frequencies and percentages for each item. Furthermore, the mean and standard deviation were calculated to evaluate the degree of concurrence/discordance among the research participants.

4. Data Presentation

The succeeding segment of the disseminated survey encompasses graphical representations and tabular data that illustrate the occurrence and proportion of the respondents' answers. The study's key questions were addressed through the formulation of questions.

A. What are the perspectives of experts on the trends that have led to evolution of translation education?

Table 2. Trends in the Evolution Translation Education

Question Variables	SA	A	Neutral	SD	D	Mean	S.D
Technology have impacted translation	45.5%	36.4%	18.1%	0%	0%	1.55	0.93
Globalization has influenced the demand for translation education.	27.3%	54.5%	18.2%	0%	0%	1.82	0.82
There is shift of focus in translation education in the 21 st century.	54.5%	27.3%	18.2%	0%	0%	1.27	0.64
Specialization and diversification of translation fields.	35.6%	27.4%	8.9%	13.3%	14.8%	1.53	0.66

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

The above table is the representation of the views of research participants on the trends that led to the evolution of translation education in the 21st century. As indicated in the table, majority of the participants attested to the fact that advancement in the technological domain is one of the trends that led to the birth of contemporary translation education. From the data presented, almost all the participants affirmed that to the above proposition. However, the view is also in line with the findings of many scholars, including Mohamed et al (2021), Liu et al. (2022), Bowker (2020), among others. The data indicates that a significant proportion of experts acknowledge the significance of incorporating technology into translation education, as evidenced by the relatively minimal occurrences of neutral, disagree, and strongly disagree responses.

The data obtained from the second statement in the table provides evidence that globalization has had a noteworthy influence on current practices in the field of translation education. However, it was confirmed by over 85% of the research participants that globalization has played a significant role in the development of translation education. As per Jolly and Maimone's (2022) findings, this trend has influenced the content and methodologies employed in translation education programs, with the objective of equipping students with the necessary skills to navigate the complexities and possibilities inherent in the translation industry.

The feedback received regarding the third statement provides evidence for the perspective that a change in emphasis within the field of translation studies is among the contributing factors to the development of translation education. The majority of the research participants, exceeding 80%, affirmed this perspective, while a minority of less than 20% contested this assertion. As previously noted in the literature review of this study, the shift in emphasis within the translation industry has resulted in the incorporation and assimilation of various fields of study, such as cross-cultural communication and ethical considerations.

The final entry in the above table reflects the perspective of professionals regarding how the specialization and diversification of the translation industry has contributed to the development of translation pedagogy. The proposition in question was affirmed by over 60% of the research participants, while less than 29% of the participants refuted it. This statement suggests that professionals recognize the growing need for precise translation within particular fields and the significance of providing targeted education in these domains. According to Erton's (2022) research, specialized educational programs in translation have been found to have a beneficial impact on the domain-specific knowledge and translation competence of students. Translation education programs can provide targeted training in specific areas by offering specific programs or lessons. Abdullaeva's (2023) study underscores the efficacy of specialized medical translation programs in augmenting students' comprehension of the terminology used in medicine and refining their translation proficiencies in this field.

B. What are views of experts on the implications of these trends on the translation education domain?

Table 3. Implication of Trends in Contemporary translation on the Domain of Translation Education

Question Variables	SA	A	Neutral	S	D	Mean	S.D
There is emergence of new teaching method because of evolution of translation education.	35%	45%	15%	5%	0%	3.40	1.05

There is increase in demand for specialized fields on the content of translation education	25%	35%	30%	10%	0%	3.05	1.20
There is increase in the quality of translation education because of collaboration of translation experts.	20%	35%	30%	15%	0%	2.95	1.23
There is a continuous professional development opportunities for translation educators	30%	40%	25%	5%	0%	3.20	1.15

Following the identification of the trend in the evolution of translation education, the above table presents varied views of experts on the implications of these trends in the translation education domain. From the responses in the statement, it can be deduced that the participants were quick to acknowledge that these trends have increasingly affected the pedagogical approach to translation education. However, 95% of the participants acknowledge that there is a paradigm shift in the pedagogical approach of translation due to the evolution of the field, while 5%, refuted this claim. This assertion also aligns with the discovery of Alenezi (2020), who argued that with the evolution of the said domain, there was a gradual move from the tradition method of teaching translation to a more sophisticated approach like, student-centered approaches, experiential learning, technology-enhanced, differentiated instruction, collaborative learning, and culturally responsive teaching.

More than 90% of the participants affirmed to the assertion that there is increase in demand for specialized fields as a result of the evolution of translation education, while 10% rejected this. The aforementioned discovery suggests that translation education programs may require tailored courses that concentrate on distinct areas such as medical translation, legal translation, technical translation, or localization. Pintado (2022) argues that the aforementioned courses are designed to meet the increasing need for translators who possess specialized knowledge in these fields.

The findings pertaining to the third statement reveal that a significant proportion (85%) of the participants adhere to the notion that collaboration among translation experts has led to an improvement in the quality of translation education, while a minority (15%) hold a contrary view. The present discovery, which is congruent with the research conducted by Liu et al. (2022), underscores the importance of collaboration among translation professionals. Such collaboration facilitates the pooling of diverse skills, expertise, and views, thereby fostering the ongoing improvement of translation pedagogy. As per the research conducted by Hubscher-Davidson & Devaux (2021), the collaborative approach towards translation education aids in the holistic development of translators by equipping them with the essential skills, industry knowledge, and professionalism essential to adapt to the changing landscape of the field.

Moreover, a significant majority of 95% of the research participants have acknowledged that the evolution of translation education has resulted in ongoing professional growth, whereas a minority of 5% have contested this assertion. The significance of continuous professional growth in the area of translation education has been widely recognized by scholars such as Bahromovna (2020), Awezbekova (2022), and Bolaños-García-Escribano (2021). Bowker (2020) argues that providing opportunities for continuous professional development, such as attending workshops, conferences, and online courses, can facilitate the ability of translators to remain current with the latest industry developments, improve their skills, and adjust to changing technologies. The aforementioned activities are conducive to the enhancement of the professional development and proficiency of translators.

C. What are the opinions of experts on the challenges of contemporary translation education.

Table 4. Challenges of contemporary translation education.

Question Variables	SA	A	Neutral	D	SD	Mean	S.D
Insufficient incorporation of technology in translation education curricula.	15%	35%	25%	20%	5%	2.47	0.82
Inadequate practical training.	10%	25%	30%	25%	10%	2.35	0.94
Insufficient professional development	15%	25%	30%	25%	5%	2.35	0.87
Lack of specialization.	20%	40%	20%	15%	5%	2.68	0.89
Lack of interest in considering the views of translation experts on translation education.	10%	20%	30%	25%	15%	2.20	0.95

The above table represents the views of research participants on the challenges that associates with the evolution of translation education. The responses from the first statement, reveals that more than 50% of the participants acknowledge that insufficient integration of technological tools in the translation education curricula is one of the challenges facing contemporary translation education. However, 20% of the participant refuted this claim. Meanwhile, this finding aligns with the submission of Liu et al. (2022), who asserted that the swift advancement and continual evolution of translation technology may pose challenges for certain translation educators or programs to remain up-to-date with this trend.

Insufficient hands-on training is considered a moderate obstacle in modern translation education, with 35% of participants concurring and 30% maintaining a neutral stance. Nevertheless, a noteworthy proportion (35%) of individuals exhibit a certain degree of dissent or vehement opposition towards the aforementioned statement.

Moreover, the inadequacy of professional development seems to be moderately acknowledged by the research participants as a challenge in modern translation education. Specifically, 40% of the participants agree with this notion, while 30% remain neutral.

Furthermore, a considerable proportion of the remaining individuals, specifically 30%, contested this assertion. This discovery essentially corresponds with Erton's (2022) claim regarding the difficulties encountered in the field of translation education. Alwazna (2021) asserts that the inclusion of practical translation tasks and activities in the curriculum can be an effective approach to addressing this issue.

Over 50% of the participants in the research study acknowledged that the absence of specialization poses a challenge to contemporary translation education. According to the above data, a proportion of 20% of the participants involved in the research did not provide affirmation towards the aforementioned notion. However, this finding aligns with the current debate regarding the differentiation of varied subject matter in translation and the necessity for instructors to incorporate these elements into their educational programs, in order to equip pupils with the necessary skills to navigate ethical predicaments that may arise in their professional translation endeavors.

The final assertion, which is the subject of debate in this study, suggests that numerous scholars in the field of translation education have yet to acknowledge the significance of incorporating the perspectives of pertinent stakeholders in the field of translation education. Nevertheless, a considerable proportion of the participants (30) acknowledged that a challenge facing contemporary translation education is the absence of interest in incorporating the perspectives of translation experts. While 30% of the participants maintained a neutral stance towards this assertion, a majority of 40% did not perceive this notion as a challenge.

Discussion

The opinion and perspectives of experts in the field of translation education, especially translation educators and practicing translators cannot be over-emphasized. In this study, the opinions of the aforementioned stakeholders on the evolution of translation education were critically examined. However, the study primarily engaged the aforementioned stakeholders in research survey, wherein they identify variables relevant to study they align or did not align with. Furthermore, their opinions which form the basis of the study data were presented using a descriptive statistic table. The study also, provided three tables which represents the targets of this research.

Furthermore, relevant findings were made based on the opinions of the research participants. The second table which presented the views of the participants on the factors that led to the evolution of translation education in the 21st century, reveals that globalization, advancement of technology, shift in focus in the translation education and specialization in the field are the major trends in the evolution of translation. These trends as suggested by Alwazna (2021) led to what is now known as contemporary translation education. However, more than 80% of the research participants acknowledge the fact that the aforementioned trends are the major factors that led to significant change in the field of translation education, as asserted by Mohamed et al. (2021).

Consequently, the research also presented the views of the selected participants on the implications of the evolution of translation education, otherwise known as the contemporary translation education. The responses which were represent in the third table highlighted that change in translation pedagogy, increasingly demand in specialization on the content of translation education , increase in the quality of translation education and continual professional development in the field of translation education are the major implications of the evolution of translation education. However, 95% of the participants acknowledge that there is a paradigm shift in the pedagogical approach of translation due to the evolution of the field, while 5%, refuted this claim. This assertion also aligns with the discovery of Alenezi (2020), who argued that with the evolution of the said domain, there was a gradual move from the tradition method of teaching translation to a more sophisticated approach like, student-centered approaches, experiential learning, technology-enhanced, differentiated instruction, collaborative learning, and culturally

responsive teaching. Furthermore, the study further find out that the evolution of translation education has led to the use of technological tools, which in turn, avail translation educators to teach learners on how to make use of them; thereby preparing them to have professional skill in translation.

The last table presented challenges in the contemporary translation education. The research participants gave their varied opinions on the subject matter. Based on the responses, insufficient incorporation of technology in translation education curricula, lack of specialization, inadequate practical training, insufficient professional development, and lack of interest in considering the views of translation experts on translation education were highlighted as challenges of contemporary translation education. In terms of integration of technology in translation education curricula, a significant (50%) number of the participants acknowledge that insufficient integration of technological tools in the translation education curricula is one of the challenges facing contemporary translation education. However, 20% of the participant refuted this claim. Also, this finding is in tandem with the submission of Liu et al. (2022), who asserted that with the rapid development and constant evolution of translation technology, some translation educators or program may find it difficult to keep pace with this trend. However, Mohamed et al. (2021) suggested that to overcome this challenge, the translation educators must integrate technology-focused courses into the curriculum. This allows learners to familiarize themselves with the necessary technological-based translation tools. Furthermore, majority of the participants attest that lack of practical learning and insufficient professional development also affect contemporary translation education. As already suggested by Bowker (2020), these challenges can be tackled by providing mentorship program or providing avenue for translation learners to share common knowledge. Jolley & Maimone assert that translation learners can also be engaged in real-life translation activities to overcome these challenges. Majority of the research participants also affirmed that lack of specialization of diverse content in translation. In tackling this challenge, Pintado (2021) recommended that translation educators should engage learners with specialized tracks accommodate specific fields like legal, medical, or technical translation. The final assertion, which is the subject of debate in this study, suggests that numerous scholars in the field of translation education have yet to acknowledge the significance of incorporating the perspectives of pertinent stakeholders in the realm of translation education. Nevertheless, a notable proportion of the participants (30) acknowledged that the failure to take into account the perspectives of translation specialists regarding translation education constitutes a hurdle to contemporary translation education. While 30% of the participants adopted a neutral stance towards this assertion, 40% of them did not perceive this idea as a challenge. Based on this finding, this research recognizes the importance of an integrative approach that incorporates the perspectives of various experts to establish a broad structure for designing translation curricula that equip students with the necessary skills to meet the evolving demands of the field of translation. Continuous scholarly investigation and cooperative efforts among educators are expected to propel the domain of translation education forward and facilitate the cultivation of proficient and capable translators.

5. Conclusion

This research has critically investigated the various opinions of identified experts in translation education; who are also the research participants, on the evolution of translation education the 21st century. These participants identified as translation educators and practicing translators shared their varied views on trends that have led to contemporary translations. Nevertheless, factors such as globalization, advancement in technology among others were highlighted as among these trends. The study also, reviewed the views of the participants on the implications of these trends. However, despite the positive impacts of these trends on contemporary translation, the research

identified various challenges of contemporary translation. One among these challenges is lack of interest in the views of translation experts on translation education. This challenge which is the bone of contention for this research is highly important as it pave way for more understanding of the basic requirements for the improvement of translation education domain, and also help in preparing future translators for the diverse and evolving demands of the profession. Following the above assertion, the research recommends recognition and consideration of the opinions of the experts in the field of translation educations as one of the ways of improving the field of translation education.

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