

Training Needs Analysis of Professional Translators Working in Translation Agencies in Riyadh, Saudi Arabia

Mubarak Alkhatnai

Department of English Language and Translation
College of Languages and Translation , King Saud University
Riyadh, Saudi Arabia
Email: malkhatnai@ksu.edu.sa

Received: 10/18/2021

Accepted: 5/19/2022

Published: 5/24/2022

Abstract

The imminent thrust of globalization is equally challenging but promising. The role of translators in various walks of life – law, medicine, and education, among others – has become indispensable and crucial both socially and economically. The Saudi translation industry is self-supporting because it is not much governed by prevailing regulations. Hence, translation agencies thrive based on the fundamental principles and practices of the market. Competence defines the game, and training improves the performance of each player. It is the main objective of this study to identify the training needs of professional Saudi translators. Improving translation competency can be catered through effective training where needs analysis comes as its preliminary and integral requirement. This study has involved 166 professional translators and 20 owner-managers from the biggest translation agencies in Riyadh, Saudi Arabia. Leaning on quantitative and qualitative data gathered from them, the essential factors for translator training were derived, to wit: translation fundamentals, extra-linguistic abilities, and bilingualism. Having arrived at these findings, this study hopes to meaningfully contribute to the design and development of effective translator trainings.

Keywords: needs analysis, professional translator, Saudi translation industry, translator competence, translator training

Cite as: Alkhatnai, A. (2022). Training Needs Analysis of Professional Translators Working in Translation Agencies in Riyadh, Saudi Arabia. *Arab World English Journal for Translation & Literary Studies* 6 (2) 165-175. DOI: <http://dx.doi.org/10.24093/awejtls/vol6no2.12>

Introduction

With the diverse language barrier being intensified due to the increasing need to globalize communities, translation as a task becomes more important than ever. Translation tasks can be essential in watching foreign movies, witnessing Ms. Universe pageants, and recording proceedings in international diplomatic meetings like in the United Nations. Translation, therefore, has become not just a personal interest but a business engagement. There is much debate in the academe about whether translation is understood merely as practical or theoretical and pedagogic (Dobson, 2012; Lamb et al., 2016), thereby creating the schism between professional and non-professional translators. However, this study's focus is not to delve into such distinction but rather to look into how things could improve the translation industry at a more responsive pace. While higher education institutions are still working on long-term solutions to provide the competencies needed in the translation market (Alshargabi & Al-Mekhlafi, 2019), necessary training have to be put in place to help cope with the emerging challenges that translators face in the language service industry at present (Wu et al., 2019). Therefore, this paper aims to identify the needs of translators in the agencies in Riyadh, Saudi Arabia, to contribute inputs to the designing and development of appropriate training to address it. In to achieve this, a needs analysis should be conducted.

Training Needs Analysis

Mazhisham et al. (2018) recognize that organizations spend a lot of money implementing training programs to enhance their human capital capacity. Training is none but human development measures aimed at improving the competence of the workforce in the industry. In their research, they enumerated five elements in identifying training needs, to wit: competencies of knowledge and skills, performance analysis, career development, job analysis, and web-based approach. They further emphasized that to succeed in this measure, training needs assessment must be of first consideration. Li (2000) has long established that needs assessment is crucial in planning, restructuring, and innovating translation [training] programs to respond to society's changing needs. Christensen (2018), however, considers needs assessment as mere identification of gaps or problems. From there, it still has to proceed to needs analysis. He quotes Kaufman and Watkins (2000), defining needs analysis as "taking the determined gaps between adjacent organizational element[s] and finding the causes of the inability for delivering required results" (as cited in Mazhisham et al., 2018, p. 39). This difference in terminology could render *assessment* concerned about what is needed while *analyzing* why they are required. For consistency and the latter bearing more weight, needs analysis will be employed in this study.

Recent international studies on (foreign) language literacy used needs analysis to address their problems. In Turkey, Durmusoglu Kose et al. (2019) studied why English academic proficiency can hardly succeed in their country. A large-scale needs analysis was then conducted and found out that language skills were needed more than discipline skills. Of the three identified language skills, competencies in writing were emphasized more than in reading and listening. A needs analysis was also utilized in Indonesia by Menggo et al. (2019) in developing speaking materials in English. They identified the learners' target and learning needs and suggested that the material design for the competency should promote 21st-century skills. English language proficiency was also investigated by Garcia-Ponce (2020) at a Mexican university through needs analysis. After identifying several needs that hinder the attainment of English objectives in the

higher education context, he explicitly contended the importance of needs analysis to formulate context-sensitive solutions to enhance English achievement. Aside from how these studies promote needs assessment as a tool, it is also significant to note what Ngema and Lekhetho (2019) suggest as the frequency of using it. In their study on South African basic education's conduct of training needs analysis methods in improving their educational efficiency, they recommend that not only do school principals need training in implementing such process, but it also has to be done on a more frequent basis.

Translator Training

Translation competence has continuously been evolving over the past decades. It had to continually grow at a rate close to the speed of what Alshargabi and Al-Mekhlafi (2019) identify as the forces behind the evolution of translation – globalization, technological advancements, and migration. The translation process coincides with teaching and learning processes; hence, translation competence is in no way dissociated from teaching and learning competencies. By comparing student translators' and professional trans-editors' competencies, Hu's (2018) study on translation quality assurance emphasized cultivating high-caliber translation through relevant [training] programs to avoid translation pitfalls. Although he made this remark in an academic context, he surely also implied the industry.

A decade ago, Al-Qinai (2010) reviewed traditional translator training methodologies and proposed an alternative approach with the sole objective of meeting the market's demands. He admits that there was still no ideal training developed for translators and translation teachers then. However, it is noteworthy that he found that the deficiency in traditional approaches in training translators is its emphasis on text typology. He then recommends a hybrid method, "an eclectic approach that would provide the translator with a multicomponent competence involving linguistic, social, cultural, cognitive and professional skills with the ultimate objective of meeting market demand" (p. 137). Ilynska et al. (2017) applied language for special purposes (LSP) texts as a medium for translator training in Latvia. It yielded positive results that student translators were able to achieve so-called linguistic innovation. Instead of dealing with highly technical texts, they were encouraged to analyze popular LSP texts to develop their awareness and understanding of language's socio-pragmatic use. Though translation is primarily a linguistic activity, it presupposes a socio-cultural undertone (Abu-ghararah, 2017).

Translator training programs should reflect how the translator's identity could be defined, given that the profession is [generally] not legally regulated (Oner, 2013). For a translator to be called an expert, s/he must be given credence in what s/he does: thinking and writing as an author with full autonomy and responsibility while taking all necessary measures within the bounds of his/her knowledge and expertise. In support of this, Hasturkoglu (2019) enumerates other professional roles translators assume in their lives: researchers, terminologists, cultural transmitters, linguists, editors, and authors. He posits that translators will develop their meta-cognitive skills in their craft through a multi-faceted simulation training approach.

Saudi Translation Industry

Nearly all of the forgoing works of literature tackled translation within the academe's ambit. Knowing that it is not entirely being regulated means its survival is left to the hands of business and economics, or simply, the market. The first market research analysis on the translation industry of Saudi Arabia was made more than a decade ago by Fatani (2009). She remarks that while an excellent employment opportunity was created for translators and interpreters back then, it was poorly managed or regulated, let alone documented. It was also not recognized as a stand-alone industry, incorporating the energy sector, information technology, or transportation. The shortage of key talents in the field led to the industry being undervalued, giving the tasks more to the bilinguals than trained professional translators. Very few companies invested in the translation industry, and translators received measly salaries compared to highly trained professionals. With technology enhancing at high speed, machine translation was introduced, but it did not get the interest and trust of most Saudi organizations and translation agencies (Almutawa & Izwaini, 2015). This disinterest and distrust were not due to the fear of human translators losing their job; instead, it is merely perceived that machines cannot produce accurate translations. Despite this conception, scholars are still pushing for the integration of technology in the training of translators in the Kingdom to meet the demand of the 21st-century translation labor market (Al-Jarf, 2017).

A very relevant study that was found to be connected to this work is that of Abu-ghararah (2017). His objective was to identify the gap between translator training and the translator industry in Saudi Arabia. In his industry evaluation, he clarifies that the term 'competence' is not to be misconstrued as merely knowing two languages. Translation competence goes significantly beyond rewriting the original text into its intended language without properly comprehending the contextual situation. He, therefore, supports the earlier disagreement on the use of technology in translation because, for him, it just adds more confusion. There is indeed an unceasingly increasing demand for skilled translators in almost all sectors of the Kingdom – medical, labor, and tourism, among many others. It is highly notable how Saudi scholars themselves give high regard to the importance of translators and competent ones. They also admit that there are few studies on how to practically address the issue besides improving the curricula on translation in their universities. There is an ongoing mismatch between the skillset of its people and the market demands. This gap continuously widens until and unless effective and immediate measures are put into place. Education could come as a long-term solution while training as a short-term one, but either short or long term, it still begins with a needs analysis.

Method

A research by Wu et al. (2019) was used as the benchmark of this study. They applied a mixed-methods approach with a concurrent triangulation design where equal priority is given to either qualitative and quantitative findings for purposes of confirmation, corroboration, and cross-validation (Terrell, 2012). This work further adopted the data-gathering tools and data analysis method following Sonmez's (2019) findings in her examination of the needs analysis research in the language education process, where quantitative data were gathered from respondents through a survey while semi-structured interviews for qualitative data from participants. These same methods are often used in conducting a needs assessment, according to Li (2000). This study adopted the 31-item six-point Likert scale survey tool called Training Practices Questionnaire

(TPQ) by Wu et al. (2019). The authors established its reliability by checking on its internal consistency using SPSS (Mac version 23). Descriptive statistics was used in treating quantitative data, while inductive thematic analysis was employed in deriving, interpreting, and constructing themes from the qualitative data (Kinger & Varpio, 2020).

The respondents to this study were 166 professional translators employed in the ten biggest agencies in Riyadh, Saudi Arabia, in terms of population size, popularity within the market, and publicity in social media. The other 20 participants were either their owners or managers. Due to the ongoing pandemic situation and the government's intensified dissuasion for human mobilization, both surveys and interviews were conducted online. Survey questionnaires were administered through the *Google Forms* platform, while synchronous interviews were held via e-mail correspondences (Meho, 2006). Data were collected in a voluntary nature, and the anonymity of respondents and participants was upheld.

Results and Discussion

A total of 166 professional translators completed the survey. Table 1 shows the demographic information of these respondents. Women apparently dominate the industry, and most people in it are still in the starting years of their careers, as implied by the largest number of them in the youngest age group. The majority of them have only started in the industry, and their numbers dwindle as they grow old.

Table 1. Demographic information of survey respondents (n = 166)

		No.	%
Gender	Male	51	30.72
	Female	115	69.28
Age Group	21-29	116	69.88
	30-39	28	16.87
	40-49	14	8.43
	50-59	6	3.61
	60 or above	2	1.20
	Years of Experience	less than 5	83
5-10		40	24.10
11-20		25	15.06
21-30		13	7.83
30 or above		5	3.01
Highest Academic Achievement	Bachelor's Degree	108	65.06
	Master's Degree	38	22.89
	Doctorate Degree	20	12.05
No. of Translator Trainings Attended	5 or less	65	39.16
	6-10	28	16.87
	11-15	25	15.06
	16 or above	48	28.92
Type of Training	Practical	72	43.37
	Theoretical	94	56.63

It is indicative in the table that almost 40% of the professional translators who responded received only a handful of training, which could be attributed to the largest percentage of them with only less than five years of work experience. It is a common trend that the early years of employment don't provide privileges for company-initiated trainings; it has to be earned through a prolonged

stay in the company. Nevertheless, their low level of work experience does not affect the assessment [and even analysis] of training needs (Dierdorff & Surface, 2008), so either a novice or an expert's input would count in the design and development of training programs.

According to some agency managers and owners who were asked about the measures they implement to enhance the competence of their translators, they say they simply let them (the translators) enhance and grow their competencies by themselves. Some would even incentivize exemplary job performances as a gesture of positive reinforcement to the translator, something that may have been seen as a more practical and advantageous strategy to the agency. This is contrary to the contention made by Jaworski et al. (2018) that training actually not only makes job performance consistent and satisfactory but also reduces business costs. Although the study was made in the hospitality industry, it significantly relates to the translation industry as well since they are both service-oriented, catering to the needs of globalized communities. Given that, the type of training is next to be considered.

Another noteworthy finding depicted in the table above is the dominance of theoretical over practical type of trainings the translators have undergone so far. However not significantly huge, its difference suggests equal importance given to both natures of translator training in Saudi. With almost 60% of them receiving more than five trainings, and considering that most of them are beginners in the industry with half of them working for fewer than five years, these translators are still unprepared and predominantly unskilled to face the industry's challenges. Not even MA students could convince Bahameed (2019) that they possess dependable translation skills, but there could be a blunder in the assessment used if they did. Costanza (2002, as cited in Abu-ghararah, 2017) clearly indicated that learning to translate involves various factors, not only the acquisition of translation skills but also the development of its techniques and strategies. Learning the theories alone, which Dobson (2012) describes as something within the ivory tower, does not suffice to strengthen one's competence in translation. Managers and owners of translation agencies took this into consideration when they said they hire competent translators who not only can "produce quality translations" but would also "provide fast turnarounds" and thereby "market the agency." Therefore, translator competence is *effectiveness* and *efficiency* combined with the latter being able to focus not just on the basic requirements of translation but every package that comes with it. Given the myriad skills and strategies expected from a translator, Salinas (2007) and Gouadec (2000, as cited in Abu-ghararah, 2017) argue that the market needs are still the true determinants in honing skilled translation workforce. There are factors, however, that hinder meeting these needs.

Table 2. Descriptive statistics of the factors hindering professional translators' performance (n = 166)

	No.	%
Financial resources	115	69.30
Linkage with research	50	30.10
Linkage with colleagues or communities of practice	57	34.30
Opportunities for continuous professional development	83	50.00
Access to electronic media	68	41.00
Access to printed literature	49	29.50

Work facilities	50	30.10
Infrastructure facilities	26	15.70

Note. Respondents were asked to choose exactly three from the given factors.

The respondents were asked to pick three among the identified factors that hinder their performance as professional translators, and it yielded to these three top choices: (1) inadequate financial resources, (2) lacking opportunities for continuing professional development, and (3) insufficient access to electronic media services relevant to their job of translating. Out of these three top findings, only the second can be addressed through training, while the other two are dependent on the employment privileges they enjoy in their respective agencies. Collin et al. (2012) identify professional development as traditionally focusing on education and training. Since translation is apparently not a degree anyone takes, training is much more needed to sustain those working in such an industry. This was supported by a good number of translation agency manager-owners who allow their employees to attend seminars, workshops, and trainings "to expand their experiences." The foremost thing to consider, however, is identifying the needs these trainings should address first

Table 3 exhibits the actual competencies that are needed in a reliable translation workforce. These were identified by Wu et al. (2019) in their study looking for a meaningful connection between beliefs and practices of Chinese translators.

Table 3. *Descriptive statistics of respondents' beliefs about translator competences (n = 166)*

Categories	Competences	Weighted Mean
Bilingual		5.01
	knowledge of the different features of both Arabic and English	4.98
	knowledge of the grammatical rules of both Arabic and English	5.01
	knowledge of the different features of different text types (genres)	4.86
	knowledge of word collocation of both Arabic and English	5.15
	knowledge of cohesion and coherence of both Arabic and English	5.08
Strategic		4.97
	how to post-edit	5.05
	how to identify translation errors made by themselves	5.19
	how to manage their own translating process (such as time management and quality control)	4.90
	how to make preparations before translating	4.64
	how to refer to external sources to solve problems	5.07
Psychological		4.82
	the ability to maintain focused when translating	4.80
	the ability to overcome negative emotions when translating	4.73
	the ability to be rigorous when translating	4.73
	the ability to think critically	5.01
Translation		5.04
	knowledge of the norms of translation	4.96
	knowledge of the commonly made errors in translation	5.14
	knowledge of translation theories	5.08
	knowledge of common translation techniques	5.02
	knowledge of common procedures of translating	4.99
Instrumental		4.96
	how to use dictionaries effectively	4.93

	how to use documentation sources effectively (such as grammar books and encyclopedias)	4.98	
	how to use parallel texts effectively	4.85	
	how to use search engines effectively	5.10	
Extra-linguistic			5.02
	knowledge of English culture	4.99	
	knowledge of specific fields (such as business, law, and IT)	5.08	
	knowledge of target culture involved in translation	5.04	
	basic knowledge of the world (such as the basic knowledge of history, society, and technology)	4.98	
Professional			4.99
	knowledge of the translation market (such as client features, relevant laws, and tax knowledge)	4.93	
	how to communicate effectively with others (such as clients, experts, and other translators)	4.92	
	how to cooperate with others (such as clients, experts, and other translators) when translating	5.05	
	how to be responsible as translators (such as meeting deadlines and protecting confidential information of clients)	5.06	

Note. Survey items, i.e., the competencies, were randomly arranged in the questionnaire, and the categories were not explicitly identified.

Plainly considering their weighted mean, three categories are the most important in terms of the respondents' beliefs on translator competencies, which need to be addressed. These are knowledge on the fundamentals of translation, extra-linguistics, and bilingualism, in exact order. In the e-mail interviews conducted, almost half of the owner-manager participants admit that they prefer to hire those with translation experience, considering that not all applicants graduated with a degree related to translation practice. Horner and Tetreault (2016) consider translation a form of global writing, and its knowledge is a key to the globalized economy. The dominant language ideology of *monolingualism*, or loyalty to one's first language, is now being replaced with *translingualism* and *plurilingualism*, which promotes language differentiation. Language is no longer construed as a nationalistic element that binds selected people together, commonly referred to as the myth of linguistic homogeneity (McCarty, 2018). Being predominantly Arabic in tongue, Saudi people must embrace the fundamental fact that the translation industry is about dealing with the differences between and among people of varied nations.

Translation agency owner-managers extend their job expectations to having extra-linguistic translation skills. They precisely called it *flexibility*, *adaptability*, and *versatility*. Aside from translators being expected to specialize in a particular field (e.g., legal translation), they are also pursued to familiarize themselves with the culture of the language they are translating to. Atari (2012) calls this *text contextualization* and *inferential reasoning*, which Abu-ghararah (2017) sufficiently considers an advanced translation skillset. Cultural divergence is also seen by Yazici (2016) as a barrier in translation training. According to her, problems in translation should not merely be dealt with at an *object[ive] level* of language use. It needs to transcend to a *meta-level* where translators learn to question what they do in both their language and culture. Another similar instance of training extra-linguistic skills in translation is going beyond the traditional text typology specializing only in a particular subject area (Al-Qinai, 2010). In this so-called eclectic

training approach, a translator must learn to classify texts according to their legal or economic functions. It would provide the translator with a "multicomponent competence involving linguistic, social, cultural, cognitive and professional skills with the ultimate objective of meeting market demand" (Al-Qinai, 2010, p. 137). One (2013) complements this by suggesting that translators should be responsible for both the source and target texts. It means that only when the translator works together with the drafter of the text can he truly become an expert of the craft.

Lastly, quantitative and qualitative data support that bilingualism is one of the essential skills needed in the Saudi translation industry. Aside from placing third in the survey as reflected in Table 3, interviews yield that managers and owners of translation agencies consider language proficiency, particularly being bilingual, as one of their top priorities in hiring. Knowing more than one language fundamentally makes the business going, but being proficient in them would make it even more. Translational learning aims to "develop awareness of differences in languages across contexts, contributes to metalinguistic awareness that allows them to engage with these differences, and builds a broad linguistic repertoire that allows for greater rhetorical dexterity" (McCarty, 2018, p. 52). Bilingualism in translation exceeds the mere study of another language. To be bilingual is to be bicultural (Abu-ghararah, 2017), which both help avoid the dilemmas in the translation process brought by the idealized notion of objective meaning in translation (Lee, 2017). Alenezi (2020) therefore suggests a task-based approach in developing bilingual, and thus translation, competence. This could work well with professional translators, given that they are exposed to actual translation situations.

Conclusion

The main purpose of this study is to identify the training needs of professional Saudi translators. Having found out that one of the hindrances in exemplifying competent translation services is the lack of continuing professional development among the translators, the proposition that training is an urgent necessity was strengthened. The diverse characteristics of the translator-respondents yielded the essential competencies needed to be addressed to advance the industry in the Kingdom. Validated by their manager-owners themselves, it appeared that the most crucial factor to be considered is the provision of the fundamental knowledge and skills in translating, given the fact that not all the respondents were schooled to be translators. Extra-linguistic competence came next, covering the ability to comprehend varying fields of discipline into the translation process. Lastly, bilingualism came about as the need to master another language and sympathize with other cultures as well. Translating is undoubtedly one of the needed tasks in promoting a globalized community, and doing it right means avoiding misunderstanding between and among diversified nations in any walk of life. This study renders significance to the design and development of necessary and appropriate trainings for the translators who contribute to world order in one way or another.

Acknowledgments:

The author would like to thank the Research Center at the College of Languages and Translation, King Saud University for their support.

About the Author: Dr. Mubarak Alkhatnai is an associate professor at the English and Translation Department at the College of Languages and Translation at King Saud University in Saudi Arabia. His research interests include Computer-Assisted Language Learning, translation studies, translation quality, and translation/interpreting pedagogy.

<https://orcid.org/0000-0002-6540-4909>

References:

- Abu-ghararah, B. A. (2017). The gap between translator training and the translation industry in Saudi Arabia. *Arab World English Journal for Translation & Literary Studies*, 1(4). DOI: <http://dx.doi.org/10.24093/awejtls/vol1no4.8>
- Alenezi, A. M. (2020). Task-based approach in teaching translation: A case study in Jouf University. *Higher Education Studies*, 10(2), 189-196. doi:10.5539/hes.v10n2p189
- Al-Jarf, R. (2017). Technology integration in translator training in Saudi Arabia. *International Journal of Research in Engineering and Social Sciences*, 7(3), 1-7.
- Almutawa, F. & Izwaini, S. (2015). Machine translation in the Arab world: Saudi Arabia as a case study. *Trans-kom*, 8(2), 382-414.
- Al-Qinai, J. (2010). Training tools for translators and interpreters. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(2), 121-139.
- Alshargabi, E. & Al-Mekhlafi, M. A. (2019). A survey of the Yemeni translation market needs. *Journal of Social Studies*, 25(1), 113-131. <https://doi.org/10.20428/JSS.25.1.5>
- Atari, O. (2012). Impediments to translator training at Arab universities. *Arab World English Journal*, 3(1), 103-127.
- Christensen, B. D. (2018). From needs assessment to needs analysis. *Performance Improvement*, 57(7), 36-44. DOI: 10.1002/pfi
- Collin, K., Van der Heijden, B., & Lewis, P. (2012). Continuing professional development. *International Journal of Training and Development*, 16(3), 155-163. doi: 10.1111/j.1468-2419.2012.00410.x
- Dierdorff, E. & Surface, E. A. (2008). Assessing training needs: Do work experience and capability matter? *Human Performance*, 21, 28-48. DOI: 10.1080/08959280701522072
- Dobson, S. (2012). The pedagogue as translator in the classroom. *Journal of Philosophy of Education*, 46(2), 271-286.
- Durmuşoğlu Köse, G., Yüksel, İ., Öztürk, Y., & Tömen, M. (2019). Turkish academics' foreign language academic literacy: A needs analysis study. *International Journal of Instruction*, 12(1), 717-736.
- Fatani, A. H. (2009). The State of the Translation Industry in Saudi Arabia. *Translation Journal*, 13(4). <http://translationjournal.net/journal/50saudi.htm>
- Garcia-Ponce, E. E. (2020). Needs analysis to enhance English language proficiency at a Mexican university. *Profile: Issues in Teachers' Professional Development*, 22(2), 145-162. <https://doi.org/10.15446/profile.v22n2.82247>
- Horner, B. & Tetreault, L. (2016). Translation as (global) writing. *Composition Studies*, 44(1), 13-30.
- Ilynska, L., Smirnova, T., & Platonova, M. (2017). Application of LSP texts in translator training. *Studies in Second Language Learning and Teaching*, 7(2), 275-293. doi: 10.14746/ssllt.2017.7.2.6

- Jaworski, C., Ravichandran, S., Karpinski, A. C., & Singh, S. (2018). The effects of training satisfaction, employee benefits, and incentives on part-time employees' commitment. *International Journal of Hospitality Management*, 74, 1-12. <https://doi.org/10.1016/j.ijhm.2018.02.011>
- Lamb, P., Ortenblad, A., & Hsu, S. (2016). 'Pedagogy as translation': Extending the horizons of translation theory. *International Journal of Management Reviews*, 18, 351-365. DOI: 10.1111/ijmr.12098
- Lee, S. (2017). The bilingual researcher's dilemmas: Reflective approaches to translation issues. *Waikato Journal of Education*, 22(2), 53-62.
- Li, D. (2000). Needs assessment in translation teaching: Making translator training more responsive to social needs. *Babel*, 46(4), 289-299.
- Mazhisham, P. H., Khalid, M. Y., Nazli, N. N. N. N., Manap, R., Hussain, N. H. M. Identification of Training Needs Assessment in Organizational Context. *International Journal of Modern Trends in Social Science*, 1(5), 20-30.
- McCarty, R. (2018). Translational learning: Surfacing multilingual repertoires. *Composition Studies* 46(2), 52-78.
- Meho, L. I. (2006). E-mail interviewing in qualitative research: A methodological discussion. *Journal of the American Society for Information Science and Technology*, 57(10), 1284-1295. DOI: 10.1002/asi.20416
- Menggo, S., Suastra, I. M., Budiarsa, M., & Padmadewi, N. N. (2019). Needs analysis of academic-English speaking material in promoting 21st century skills. *International Journal of Instruction*, 12(2), 739-754. <https://doi.org/10.29333/iji.2019.12247a>
- Ngema, M. & Lekhetho, M. (2019). Principals' role in managing teacher professional development through a training needs analysis. *Problems of Education in the 21st Century*, 77(6), 758-773. <https://doi.org/10.33225/pec/19.77.758>
- Oner, S. (2013). Translator: Expert of 'what'? Translator training and the changing/changeful identity of the translator. *Journal of History Culture and Art Research*, 2(2), 69-78. DOI: 10.7596/taksad.v2i2.232
- Salinas, M. (2007). How new technologies improve translation pedagogy. *Translator Education*, 11(4). <http://www.bokorlang.com/journal/42technology.htm>
- Sonmez, H. (2019). An examination of needs analysis research in the language education process. *International Journal of Education & Literacy Studies*, 7(1), 8-17. <http://dx.doi.org/10.7575/aiac.ijels.v.7n.1p.8>
- Terrell, S. R. (2012). Mixed-methods research methodologies. *The Qualitative Report*, 17(1), 254-280. <http://www.nova.edu/ssss/QR/QR17-1/terrell.pdf>
- Wu, D., Zhang, L. J., & Wei, L. (2019). Developing translator competence: Understanding trainers' beliefs and training practices. *The Interpreter and Translator Trainer*, 13(3), 233-254. DOI: 10.1080/1750399X.2019.1656406