The Impact of Developing a Translation Course in Accordance with The European Masters Translation to enhance Graduate Translation Competence at The Islamic University of Gaza

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Abstract

The demand for translation has become greater than ever in the Twenty-first Century which necessitates investigating and ultimately refining the quality of translation programmes. The research problem responds to a presupposed gap between what is taught in the translation program at the Islamic University of Gaza (IUG) and what is really needed for the job market. The present research aimed at developing a specialized translation course in light of the European Masters Translation (EMT) standards, and measuring its effect on upgrading the translation competence among the MA female students at IUG. Following the one-group pre and post-application quasi-experimental design, the researchers used a translation competence tool for the data collection. The results show that there is sufficient evidence to prove the presence of statistically significant differences between the means of the MA translation students' scores in the pre- and post-test in favor of the post-test as it got a high average of (80.35). The results also reveal the large effect size of the designed course, as (87%) of the resulting change in the students' translation competence is attributed to the intervention of the current research. The researchers recommended redesigning all the other MA courses in light of EMT.

أثر تطوير دورة الترجمة وفقًا لبرنامج الماجستير الأوروبي للترجمة لتعزيز كفاءة الخريجين في الترجمة في الجامعة الإسلامية بغزة

الملخص:

إن الطلب المتزايد على خدمات الترجمة في القرن الواحد والعشرين يستلزم البحث في جودة تعليم الترجمة وتحسينها. تكمن مشكلة هذا البحث في الفجوة الموجودة بين ما يتم تدريسه في برامج الترجمة في الجامعة الإسلامية بغزة وبين ما هو مطلوب بالفعل في سوق العمل. و عليه تهدف هذه الدراسة إلى تطوير مساق متخصص في الترجمة في ضوء معايير الترجمة الأوروبية (EMT)، وقياس أثره على رفع كفاية الترجمة بين طالبات ماجستير الترجمة في الجامعة. اعتمد الباحثون التصميم شبه التجريبي لمجموعة واحدة ذات التطبيق القبلي والبعدي، واستخدم الباحثون اختبارين لقياس كفاية الترجمة كأداة جمع البيانات. اظهرت النتائج أن هناك أدلة كافية لإثبات فروق ذات دلالة إحصائية بين متوسطات درجات الطالبات في الاختبار البعدي والقبلي لصالح الاختبار البعدي، الذي حصل على أعلى متوسط (80.35). كما كشفت النتائج عن حجم التأثير الكبير للمساق الذي تم تطويره، حيث يعزى (87%) من التغيير الناتج في رفع كفاية الترجمة لدى الطالبات إلى التدخل التجريبي للباحثين. وفي ضوء هذه النتائج يوصي الباحثون بإعادة تصميم جميع مساقات الماجستير الترجمة المشابهة في ضوء معايير الترجمة الأوروبية.

Introduction:

The global challenges in all fields of life, prompted the need to develop academic programs and curricula of the educational institutions to prepare university graduates to compete in a rapidly changing job market. Mainly, the science of translation is divided into professional and unprofessional translation. Professional translation considers the application of various theories and skills, during the process of translation, to produce a high-quality translation, while unprofessional translation deals with translation as the process of acquiring a language, so usually, unprofessional translation is trained in foreign language centers (Sun, 2014). In this regard, translators should be exposed to both academic and vocational training through their under-graduate and post-graduate studies to master all the needed skills for translation.

Translators are not passive recipients who just convert the source language into the target language but take into account the cultural, social, and other aspects, while reproducing meanings in another language. Coban (2015) stated that translation involves some skills and competences, such as linguistic, thinking, processing information, problem-solving, awareness, good memory, understanding, learning, conceptualization, and re-expression. In other words, the process of translation requires many activities while the meaning is transformed from the source language (SL) into the target language (TL). To, appropriately, perform such required activities, translators should master certain translation skills and competences to meet the professional standards and market demands. Tao (2012) illustrated that the translation process is a mission that can be accomplished by the translation competences that are attained and developed through education.

Defining the needed skills and competencies needed for the professional translator is essential in designing the translation curriculum and programs in the academic institutions. The notion of translation competence has increasingly gained acceptance to be the most extensively discussed concept. Although translation competence is a multilayered notion, that encompasses various aspects, the translation competences are deliberately identified and explained in the European Master's in Translation (EMT) framework (Ressurrecció et al., 2008). Meeting the demands and expectations of the job market that are required from the translator in the 21st century is the main responsibility of the decision-makers through designing their translation programs and developing the curriculum in the academic institutions (Elshafei, 2014). Therefore, this research aims mainly at developing a translation course at the Islamic University of Gaza (IUG) in light of European Master's Translation (henceforth, EMT) standards as well as examining and evaluating the effect of this development in enhancing IUG MA students' translation competences.

Statement of the Problem

Students of translation have to master certain skills to strengthen their skills of translation, so they may be hired (Elshafei, 2014). Based on preliminary interviews with a number of translation professors, experts, and students in the department of English at the Faculty of Arts at IUG, the researchers have found that there is lack of well-designed courses in the MA translation program and more needs to be implemented in order to sufficiently meet students' expectations. The head of the English department at IUG stated that "still our translation students are not up to the standards, and our courses should be redesigned to meet the actual need of the students and the profession of translation". Another IUG instructor in the English department at IUG affirmed that translation graduates lack many competencies on the theoretical and practical levels such as subtitling, interpretation, audio-visual translation, and legal translation. The problem of the absence of empirical evidence and a clear vision to prioritize what should be taught in the MA translation.

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program was documented through the responses of professors and experts in the field of translation who emphasized the need of the current study Reviewing the related literature on translation competence and EMT framework, the researchers realized the gap in the literature as no studies have investigated the EMT framework in the Palestinian context. Considering that the EMT Competence Framework is the most comprehensive and is a more developed model that the previous models of translation competences (Reza Esfandiari et al. 2017). The researchers contacted the EMT commission via email to check the significance of conducting this research. The EMT commission showed truthful welcoming and eagerness for such a project in the Arab world since they stated that there was no such research about the effectiveness of the EMT standards. They added that it would be a great effort to have an answer to the question of how effective it would be to integrate the EMT standards in MA translation programmes in the Arab academic institutions. The EMT committee also highlighted the lack of reliable empirical data in this regard, and therefore the present research will offer significant insights into the related translation studies literature by offering an empirical results and statistics about the availability of the EMT translation standards in the MA translation at IUG besides measuring the size effect of the developed course of translation in light of the EMT standards to enhance the MA students' translation competence.

The Research Objectives
The current research is mainly conducted to achieve the following objectives:
1. Defining the EMT standards to be embedded in MA Translation programs.
2. Developing a specialized translation course in light of EMT standards of translation competence.
3. Measuring the impact of the developed course, if there is any, on upgrading the translation competence among the MA students at IUG.
4. Measuring the size effect of the developed translation course on the MA students' translation competence.

The Research Questions
This study aims to answer the following two main questions:
- ✓ Are there any statistically significant differences at the level ($\alpha \leq 0.05$) between the means of MA Translation students' scores in the pre and post-application of measuring the translation competence?
- ✓ What is the size effect of the developed academic translation course in upgrading the MA students Translation Competence?

The Significance of the Research
The importance of the current study relies on the benefit that the research may provide for the MA translation students, the universities that offer translation programs, the training centers that run specialized courses in translation, as well as the non-EMT membered institutions. The significance of the current study can be summarized as follow:

Having officially contacted the Directorate-General for Translation (DGT) of the European Commission, via email, there are no studies conducted so far to show the impact including the EMT standards in MA translation programs to upgrade the translation competence in the Arab context. Therefore, this research adds up to the literature of translation.
- In terms of adopting the EMT translation standards in designing MA translation programs within the Arab context and more specifically in Palestine.

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- The absence of competent interpreters and translators and the lack of efficient translation programs have prompted incorrect translations (El-Haj Ahmed, 2019). Therefore, the results of this research may guide the universities and training centers by providing them with the required translation competences and skills that shape the professional future of their candidates, while designing their translation courses and programs. especially that teaching translation is deviated due to the deficiency of a clear set of educational principles in the era of technological growth (Abu-ghararah, 2017).

- The results of this research may encourage non-membered universities to join the EMT network by upgrading the quality of their MA translation programs. In other words, this research produces an academic and scientific proof for IUG decision-makers and other non-membered universities to join the EMT network.

Definitions of the Translation Competences (TC)

As a term, Translation Competence (TC), that will be introduced as (TC) henceforth, has several concepts and names. It has been presented as; transfer competence, translational competence, translator competence, and translation ability by Nord (2005), Toury (1995), Kiraly, (1995), and Pym (1992) respectively. The term competence has some different interpretations and indicators concerning the abilities and skills of a translator. In other words, overlooking some requirements and skills needed for a translator to highlight others, some institutions defined the term "*translation competence*". Sánchez (2007) mentioned that the term Translation Competence is preferred among all the other names because the notion of competence has a research belief in other scopes of research such as Applied Linguistics. The first endeavor by translation researchers and academics to discuss the explanation of the translation competence was in 1997 during a conference held at Aston University and entitled Developing Translation Competence (Kearns, 2008).

Based on the review of the literature of translation studies, the researchers mentioned some explanations for the term of Translation Competence below. Bell (1991) defines TC as certain skills and information that translators need to perform the process of translation. Moreover, Kiraly (1995) defines it as the skill of dealing effectively and sufficiently with a source-language text and its context, during the process of translation, to introduce a target text. Furthermore, Beeby (1996) concludes that the translator communicative competence involves precise grammatical, sociolinguistic, discourse, and transfer competences. In addition, Hatim and Mason (1997) present four realities about the TC, namely (1) TC is recognized differently in various situations; (2) TC contains functional knowledge; (3) strategies have a vital role in TC and (4) most TC processes are automatic. Besides, Neubert (2000) describes translational competence as a hierarchical composition of clearly constituted competencies related to language, text, encyclopedic knowledge, cultural, and transport skills. Another important definition of TC was produced by the PACTE group (2000) who defines it as the basic information and skills required to translate

Finally, Zou and Lv (2015) presented TC as the basic knowledge needed to translate. The researchers concluded that TC, in its broad meaning, is a multifaceted concept that involves a high level of translational knowledge and skills in both the source and target languages.

The Significance of Translation Competences

The demand for translation has increased with the growing of information technology; therefore, the ever-changing world requires more professional and qualified translators to meet the translation needs in the current context, especially there are automated equipment that can be of great help to the understanding of another language. Hence, improving the translation competence among students is the indispensable concern in translation education, even though, there is no consensus among scholars on the exact components and skill of translation competence. Thus, coming out with competent translators and interpreters becomes an urgent task (Zou, 2015). It is

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worth remembering that translation competence is the guiding map in identifying the outline for curriculum as well as structuring the translation programs, besides differentiating the novice translators from the professional ones. Translation competence is the key to determine the quality of translation outcomes in education and in the profession (Abu-ghararah, 2017). In this regard, translation competence has manifold competences and various skills to be listed under each category of those sub competences (Heydarian, 2017). The domain of translation competence is the backbone of the other EMT framework competences for qualified translators. In other words, translation is not only the direct transfer of meaning from the source language into the target language but also indicates all the used strategies, techniques, and competences before, during, and after the translation (Coban, 2015). In brief, the translation competence in a broader sense means all the performed activities that starts by analyzing a text to reach the last quality control strategies and actions.

The researchers noticed that despite the many classifications of TC and their various emphasis on certain skills such as linguistic competence and the transfer competence rather than others. Ressurrecció et al. (2008) contributed to the classification of the five translation competences that the researchers in the field of translation, such as PACTE (2011), figured out. Ressurrecció et al. (2008) stated that the interaction and collaboration amongst the TC are exactly what differentiates translation from other areas of communication. In other words, some students may be having good subject knowledge; however, they are not good translators. Therefore, the researchers highlight that mastering all of those skills and competences as a whole rather than subject knowledge shape the competent translator.

The Domains and Standards of EMT

The EMT framework deeply considers that MA translation students should not only be aware of the underlying processes of translation and interpretation, but also with the skills to accomplish and deliver translation services following the high standards of professionalism and ethics. Hence, the EMT framework outlines five key domains as follows:

1. Language and Culture
2. Translation
3. Technology
4. Personal and Interpersonal
5. Services Provision

With reference to each of the above domains, there is a list of standards to guide and guarantee the quality of the learning outcome of the MA of translation for the membered universities in the EMT network. (European Commission, 2017).

Commenting on studies of the related studies

Upon the review of the related studies to TC, EMT, and developing courses of translation, it is concluded that there are some studies that tackled the field of translation in general because the quality of translation is a serious concern for all researchers and academic institutions. However, there are rare studies investigated the TC in the Palestinian context and, to the best of the researcher's knowledge, none in the MA level among which investigated the EMT as a framework of developing translation programs. To sum up, many studies were conducted to investigate the TC from various perspectives, trying to meet the requirements of the ongoing worldwide change. For example, Bahumaid 2018; Ibrahim et al., 2018; Siregar, 2018; Pourfarhad et al., 2018; Biloveský & La, 2018; Breen et al., 2018; Reza-Esfandiari et al., 2017; Cheng, 2017; Ilynska et al., 2017; Wongranu, 2017; Jibreel & Al-abbasi, 2017; Abu el-Reesh, 2016; Goodbody et al., 2016; Eszenyi, 2016; Coban, 2015; Rakhieh & Abbadi, 2015; Zou, 2015 and Vandepitte, 2014. Thus, almost all the previous studies were dedicated to measuring the effect of employing new methods, strategies, and models in teaching translation, few of them were in the Arab context and particularly in Palestine. A

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conclusion to be drawn here is that the related literature to TC, the EMT framework, and developing translation courses lacks studies that examine the EMT framework, as a leading and up-to-date model in the field, in developing translation programs.

Research Design

The researchers followed the quasi-experimental approach to figure out the effect of implying EMT standards in the Academic Translation module to enhance the students' translation competences. In regard, Bärnighausen et al. (2017) mentioned that quasi-experimental studies are increasingly used to establish causal relationships. Quasi-experimental studies offer important opportunities to increase and improve evidence on causal effects: (1) they can generate causal evidence when randomized controlled trials are impossible; (2) they typically generate causal evidence with a high degree of external validity; (3) they avoid the threats to internal validity that arise when participants in no blinded experiments change their behavior in response to the experimental assignment to either intervention or control arm (such as compensatory rivalry or resentful demoralization); (4) they can often generate evidence faster and at a lower cost than experiments and other intervention studies. based on the collected data from the students' performance in the post-test of translation competence. Therefore, the choice of the topic in this research depended mainly on a gap between the MA translation product and the translation market needs in such a globalized world. Having only one female MA cohort during the intervention of the current research hindered applying the two-group design i.e. (controlled and experimental group), so the current research relied on the one-group pre and post design.

The Sample of the Research

One specialized course in the MA translation program at IUG was selected to be developed in light of the EMT translation standards. This Academic Translation course is offered during the first semester of the academic year 2019/2020 was proposed by the department of English at IUG, especially that it was not taught before as part of the MA translation program.

On the other hands, the researchers sought to select all enrolled MA translation students at IUG to participate in this study so that the study findings would be more reliable and generalizable. The present research addresses the 17 students who happened to be all females for the Fall semester of 2019-2020.

The Tools of Data Collection

The researchers adopted a published tool to measure the TC. The adopted tool consists of three instruments i.e. two tests and a questionnaire. The three instruments were applied pre and post the intervention to measure the MA students' translation competence. Before conducting this research, the researchers have officially contacted the owners of the translation competence tool via email to get a written approval to implement the three instruments. The purpose and the specified time of each instrument are shown below:

1. **Translation notions instrument:**

This test is designed to be accomplished by the participants within 30 minutes. It contains 14 different questions that test the students' awareness in terms of the notions of translation; four open questions, a question to order the given options, two items to choose from the list, Six True or False items.

2. **Translation problems instrument:**

This test is designed to be fulfilled within an hour. Mainly it asks the participants to translate a given text, using all the reference books on the teacher's desk; however, it requires the students to write the names of the books they have consulted in the given table, besides the word they have looked up. The translation brief of the given text in this part is that a company has decided to start a

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business like "The Writers' Bureau," with offices in Palestine, to teach writing in Palestine. Therefore, students have to translate the advertisement, taken from the front page of The Guardian

3. Reflective Questionnaire:

The Third instrument i.e. a 14-item questionnaire about the translated text is to be filled out by the participants within 30 minutes. It is a sort of reflection on the experience of the process and the content of translation that the students should have already gone through during the second instrument. It includes various types of items such as Yes/No, list the problems, scale the level of difficulty as well as few open questions.

The EMT standards to be embedded in the developed Course

The researchers reviewed the related literature to EMT framework 2017, and referred to the official website of the EMT commission. The researchers figured out that the EMT framework 2017 contains five main domains namely: Language and Culture, Translation, Technology, Personal and Interpersonal, and Services Provision. Under each domain, there are various skills that translators should acquire during the period of studying their Master's degrees in translation. Though the five EMT domains seem to be viewed separately, the skills listed under those various categories should be taken into account as integrated and equally essential in affording the service of translation, which is the eventual goal of the process of translation (See appendix III). The researchers consulted a panel of experts in the field of translation and curriculum and methodology to prioritize the EMT skills by checking the most significant and influential ones to be included in the MA translation program. The panel of referees agreed upon including all the translation skills listed in the content analysis checklist because all the skills are in the same level of significance for the competent translator that universities should export to the job market.

Based on the point of views of the experts who suggested including all the EMT translation standards while designing any translation course, and based on the experience of the researchers in the field of translation and curriculum design, the researchers concluded that all the EMT competences should be considered. In other words, when designing any MA translation programme, all the domains and skills of EMT framework should be tackled, because it is expected that students should be able to reach the wished level of proficiency prerequisite for the imminent language industry.

The Designed Course in light of EMT Standards

Among the various models of designing curriculum, the researchers followed the Backward Model to design the *Academic Translation* course in light of EMT standards. The Backward Model suggests a backward planning sequence for the curriculum, as it starts with the desired learning outcomes. According to Wiggins and McTighe (2005), the Backward Model for Designing curriculum comprises three main stages:

1. Determining the attended learning outcomes
2. Identifying acceptable levels of evidence indicating the desired outcomes have been reached
3. Preparing learning experiences and collecting material that help reach the desired outcomes.

Determining the Learning Outcomes

The desired learning outcomes of the Academic Translation module were identified based on the EMT translation skills listed in the EMT framework. The researchers prepared the outline of the academic translation module to cover the (14) translation skills determined for the course. To referee the process of designing the *Academic Translation* course, the researchers consulted four university professors from different universities in the Gaza Strip namely, IUG, Palestine University, Alazhar Uiversity, and Alquds Open University. The panel of referees also included two

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certified sworn translators (one works in the legal department of the UNRWA Head Quarter and the other is a freelance translator). The consulted panel of the university professors and the certified translators gave positive feedback and assured the quality of the suggested academic translation course, bearing in mind that they have suggested including some model translation for the translation tasks offered by the course. On the other hand the panel suggested the number of weeks that the course should be covered through, so it was six study weeks. The researchers started identifying the desired learning outcomes of the Academic translation course during the period of 27/08/2019 and 17/09/2019.

Identifying levels of evidence to reach the outcomes

As mentioned earlier, the suggested outline was approved by four translation professors to guarantee the suitability of the content and distribution of the topics of the suggested material over the six-week study. Additionally, the pre-tests of translation notions and problems, as well as the reflective questionnaire, were conducted before and after teaching the academic translation module. The outline of the Academic translation course was first proposed by the researchers during the period 20/09/2019 and was finally approved, considering the feedback of the panel of experts in the field of translation and curriculum design, on 02/10/2019.

Preparing learning experiences

To prepare the content of the *Academic Translation* module, the researchers double-checked the EMT translation skills to match the tackled EMT skills with the offered tasks and topics in the developed academic translation course. The first version of the *Academic Translation* course was produced on 01/11/2019 by the researchers. To organize the content of the module, the researcher outlined three sub-sections i.e. the theoretical part, the practical part, and the glossary part. The researchers agreed upon the content and the way of teaching the module with the official instructor of the course at IUG, as the final version of the suggested module was printed out and distributed among the MA translation students on 09/11/2019. The topics of the developed course were scheduled to be taught over the six weeks of the intervention i.e. 10/11/2019 till 21/12/2019.

To sum up, the researchers have specified the targeted course that has been designed following the Backward Model. The Academic Translation module is taught as a part of the Literary and Academic Translation course in the new academic study plan of the MA translation program at IUG for the year 2019-2020. Designing the Academic Translation module went through the three stages of the Backward Model

The Results and Discussion

To answer the first question **'Are there any statistically significant differences at the level ($\alpha \leq 0.05$) between the means of MA Translation students' scores in the pre & post-application of the translation competences Tests?'**, the researchers used the SPSS program to conduct a two-paired samples T-test. Before running the T-test, the researchers examined the normality distribution of the collected data using the Shapiro-Wilk test for the means of the students' scores in the pre-test and the means of the students' scores in the post-test. The test as shown in the following table:

Table (1): Results of Shapiro-Wilk

	Pre-Test	Post-Test
Number of the sample	17	17
The mean	59.18	80.35
standard deviation	4.764	8.238
Shapiro-Wilk test value	0.958	0.962
Statistical significance	0.585	0.661

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Table (1) shows that the value of the Shapiro-Wilk test for the pre-test and post-test was (0.958) and (0.962), respectively. The same table also shows that the statistical significance values of the pre-test and the post-test are (0.585) and (0.661), respectively. Therefore, table (1) assures that the distribution of data does not differ from the normal distribution at the level of significance ($\alpha = 0.05$), so the researchers applied the two paired samples T-test to process the collected data. The following table (2) displays the test results of the two paired samples T-test, using the SPSS:

Table No. (2): The results of the two Paired samples T-test

The Tool	Group	The Sample	The Mean	Standard Deviation	T value	Sig value	Statistical significance
TC test	Post	17	80.35	8.238	10.745	0.000	Significant at 0.01
	Pre	17	59.18	4.760			

In the previous table **(2)** it is clear that the value of (T) is (10.745) and that the value of Sig. is (0.000), accordingly, there are statistically significant differences between the means of the MA students' scores in the pre-test and the post-test in the TC test results. In other words, there is sufficient evidence that there are statistically significant differences between the means of the students' scores in the post-test and the means of the students' scores in the pre-test in favor of the post-test as it got the highest average of (80.35).

To reveal the existence of statistically significant differences between the female MA students' grades in the two TC tests i.e. the Notion of Translation, and the Problems of Translation, in the pre and the post-application, the researchers conducted the T-test for the means of the multiple variables (Hotelling test) and the results were as follows:

Table No. (3): The results of the Hotelling test

Variable	T2	Mean Difference	Parametric Test Prob.	Conf. Interval	
				Lower 95%	Upper 95%
ALL(T2)	141.81	-	0.000	-	
Post-Notion & Pre-Notion	11.906	16.705	0.000	13.236	20.175
Post-Problem & Pre-Problem	4.680	4.470	0.000	2.108	6.832

With reference to the results shown in table **(3),** it is concluded that:

- The value of the T^2 Hotelling test for the two test sections of the TC test is (141.81), and the statistical significance is (0,000) which indicates statistically significant differences between the pre and post-application in at least one of the sections of the TC test.

- The value of T^2 Hotelling between the mean scores of the MA students in the first section of the test (Notions) in the pre-application and the post-application is (11.906) and the statistical significance between the two means is (0.000). This indicates the presence of statistically significant differences between the means of the MA students' scores in the first part of the TC test in favor of post-application because the difference between the means is a positive value, which is (16.705)

- The value of T^2 Hotelling between the means of MA students' scores in the second section of the TC test (problems) in the pre-application and the post-application is (4.680) and the statistical significance between the two means is (0.000).
This shows the presence of statistically significant differences between the means of MA students' scores in the second part of the TC test in favor of the post-application because the difference

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between the means is a positive value and is that is (4,470). This experimental result goes in line with Biloveský and La (2018) who figured out the importance of developing a translation model as it prepared the graduates immediately to work in real translation and interpreting agencies, besides reporting improvement of the overall translation quality of the given texts to be more readable and easily comprehensible as opposed to a simple transfer of information from source to the target language. Additionally, the results agreed with the results of Eszenyi (2016) by concluding that with the help of the EMT model, the strengths and weaknesses of the translation can be explored and the conclusions are informative for the field of translation training. Chodkiewicz (2012) it concluded that the EMT framework serves a solid basis for translation programs that are to prepare student translators for real-life translation tasks

To answer the second question **'What is the size effect of the developed course of translation in upgrading the MA students TC?** The researchers calculated the effect size in terms of the value of (Student T) through the following formula:

$$r_{pb} = \frac{t2}{t2+df}$$

The researchers have calculated the size of the effect on the impact of the *Academic Translation* module designed in light of the EMT translation standards in enhancing the translation competences among the MA students at IUG, as the value of r = (0.87). Therefore, it is a direct indicator that there is a large size effect of the developed course in enhancing the TC among the sample of the research, which means that (87%) of the resulting change in the behavior of the sample is attributed to the developed material of the Academic Translation module.

Conclusion

The current study investigated a very important issue in the world of translation, as it investigated the practicality and usefulness of the EMT framework as a guiding and comprehensive model of designing the MA translation program at IUG. the results revealed statistically significant differences in the pre and post-application of the TC measurements in favor of the post-application with a large size effect that reached (87%), following the formula rpb= t2/(t2+df). However, the progress of the MA students at IUG was clearer and higher in terms of the theoretical part rather than the problem part that requires a longer intervention and exposure to the EMT translation competences rather than only one module that was taught over six weeks. Also, the qualitative data obtained from the reflective questionnaire presented a positive change in the MA students practices before, during and after the process of translation, so that it reflected a better experience of the process and the content of translation due to the developed module in light of the EMT translation competences. Finally, the researcher introduced an indicator for the positive impact of following the EMT framework competences while designing and teaching translation in the academic and professional institutions as long as they are concerned with improving the quality of teaching and learning translation and shaping the future of competent translators.

Upon the results of this research, the researchers concluded the following:

1. All the EMT competences should be included in MA translation programmes to meet the required level of competence needed of impending language industry professionals.
2. There were statistically significant differences at ($\alpha \leq 0.05$) between the pre and the post mean scores of the MA students at IUG in the translation competence tests in favour of the post-application.
3. The effect size results indicate that (87%) of the resulting change in the behavior of the sample is attributed to the developed material of the Academic Translation course.

Recommendations

Based on the results of this research, the researchers recommend the following:

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1. Raising the awareness of the MA translation instructors to consider the EMT framework competence 2017.
2. Redesigning the MA translation courses to meet the skills of EMT in terms of language and culture, translation, technology, personal and interpersonal, and services provision.
3. Applying to join the EMT network to make use of the facilities offered by the membership.
4. Conducting further researches to investigate the effect of other EMT domains rather than translation on enhancing the TC.
5. Taking advantage of the results of the current study in terms of improving the translators' positive behavior while planning the translation courses in academic and professional institutions.
6. Implementing the EMT competences by following the backward Model of designing the course materials to build on the desired learning outcomes i.e. the EMT competences.
7. Recommending the Quality and Accreditation Unit at IUG to take real actions to be ready to join the EMT network by preparing the application for the next call by proposing a more effective MA translation program.
8. Conducting future researches to lay more emphasis on the impact of the other different EMT domains in different courses to validate the integration of all the EMT competences in producing competent translators and high-quality translations.
9. Carrying out more studies to investigate the EMT translation competences in enhancing the students' TC in other universities in Gaza and West Bank.

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