

8-2012

Second Language Literacy Needs Analysis of Saudi Translation Students at the College of Languages and Translation, King Saud University

Sami Abdulaziz Ben Salamh
Indiana University of Pennsylvania

Follow this and additional works at: <http://knowledge.library.iup.edu/etd>

Recommended Citation

Ben Salamh, Sami Abdulaziz, "Second Language Literacy Needs Analysis of Saudi Translation Students at the College of Languages and Translation, King Saud University" (2012). *Theses and Dissertations (All)*. 1115.
<http://knowledge.library.iup.edu/etd/1115>

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.

STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME

SECOND LANGUAGE LITERACY NEEDS ANALYSIS OF SAUDI
TRANSLATION STUDENTS AT THE COLLEGE OF LANGUAGES
AND TRANSLATION, KING SAUD UNIVERSITY

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

Sami Abdulaziz Ben Salamh

Indiana University of Pennsylvania

August 2012

© 2012 Sami Abdulaziz Ben Salamh

All Rights Reserved

Indiana University of Pennsylvania
School of Graduate Studies and Research
Department of English

We hereby approve the dissertation of

Sami Abdulaziz Ben Salamh

Candidate for the degree of Doctor of Philosophy

Jeannine M. Fontaine, Ph.D.
Associate Professor of English, Advisor

Michael M. Williamson, Ph.D.
Professor of English

Gary J. Dean, Ph.D.
Professor of Adult and Community Education

ACCEPTED

Timothy P. Mack, Ph.D.
Dean
School of Graduate Studies and Research

Title: Second Language Literacy Needs Analysis of Saudi Translation Students at the College of Languages and Translation, King Saud University

Author: Sami Abdulaziz Ben Salamh

Dissertation Chair: Dr. Jeannine M. Fontaine

Dissertation Committee Members: Dr. Michael M. Williamson
Dr. Gary J. Dean

Employing needs analysis, the purpose of this qualitative study was to explore the Second Language Literacy (SLL) needs of Saudi translation students at the College of Languages and Translation (CLT), King Saud University, Riyadh, Saudi Arabia. Four sources were examined toward this aim: documents, current students, graduates (professional translators), and faculty members. The documents included two translation job descriptions and 20 translation job announcements. Eighteen participants affiliated with the CLT were interviewed and surveyed. This study addressed four groups of research questions revolving around the SLL needs of translation students. Three instruments were employed to address these questions: documents analysis, interviews, and a questionnaire. The objectives of the findings can be seen on three levels: Professional, Academic, and Pedagogical.

On the professional level, certain prerequisites portrayed in the documents were questioned as to their relevance to translation, such as familiarity with secretarial work and computer proficiency. As a profession, the study showed that translation has a low status. Some participants attributed this status to the misconception that any bilingual can perform translation. This study proposed recommendations to better fulfill the job requirements, and also to better situate the profession of translation.

On the academic level, the study found that the academic degree in translation is not generally recognized by employers. More specifically, the bachelor's degree in translation that is awarded by more than one third of the Saudi universities is not required for hiring translators. Accordingly, several suggestions were proposed to publicize the translation degree in the job market, including an internship program, workshops, and field trips.

On the pedagogical level, the faculty members interviewed in this study maintained that translation students have different pedagogical needs than their peers in other disciplines. Several pedagogical issues raised by the participants also emerged from the data concerning satisfying these needs, which are discussed in Chapters 4-7. Furthermore, Chapter 8 categorizes certain themes related to the three aforementioned levels, which emerged from the data and the discussion. The themes discussed are: empowerment, the translation practicum, specific pedagogical needs, low status of the translation profession, absence of the translation degree requirement, and fulfilling translation job requirements.