

**Are Translation Departments Preparing Students for Professional Life?  
A Case Study of the Translation Department at the Faculty of Letters  
Kairouan, Tunisia**

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**Abstract:**

While the number of sworn translators in Tunisia has recently increased, which can be easily noticed through the increasing number of translation agencies and translation bureaus launched in different places of the country, these remain acting basically within the domains of legal and administrative translation and have to be licensed by passing a contest of translation organized every year by the Tunisian Ministry of Justice. Moreover, the majorities of these translators do not hold a diploma in translation and come from different academic backgrounds, mainly languages, despite the availability of translation departments in some Tunisian universities. The other facet of the situation shows that graduates from translation departments, apart from rarely being able to pass the Ministry of Justice contest for sworn translators, are also rarely part of the translation market either inside or outside the country despite the increasing demand for translators in domains other than the legal and administrative ones. This status leads us to shed light on the translation curricula designed for translation departments in Tunisia in relation to the increasing and more varied demands for translation both inside and outside the country. The translation curriculum designed for the translation department at the Faculty of Letters at the University of Kairouan, where I am currently teaching various translation courses, will represent the corpus of investigation of the study. The methodological approach followed is both qualitative and quantitative. The aim of the study is to show the gap between the academic achievements required and the market demands in the field of translation in an attempt to upgrade the curriculum and prepare students for better chances of integrating professional life.

**Key words:** Academic requirements; Curriculum design; Market demands; Translation curriculum.

## **1. Introduction**

If translation in the past was limited to the translation of scientific, philosophical and literary works and carried by the elite amateur people, the scene today has completely changed. Not only has translation become a science and a profession but has also turned part and parcel of people's daily life especially at a time of globalization. Indeed, translation services have extended to include almost all domains from science and literature to law, business and technology. Translation schools and translation departments at universities have become noticeable everywhere in the world. Translation markets have emerged and translation has become a business regulated by the law of offer and demand, like any other businesses. While the number of sworn translators in Tunisia has recently increased, which can be easily noticed through the increasing number of translation offices in different parts of the country, these remain acting basically within the domains of legal and administrative translation and have to be licensed by passing a contest of translation organized every year by the Tunisian Ministry of Justice. Moreover, the majorities of these translators do not hold a diploma in translation and come from different academic backgrounds, mainly languages, despite the availability of translation departments in some Tunisian universities. Although translation departments at universities and translation schools are available in Tunisia and post-graduate translation courses are also offered, very rare studies have examined the appropriateness of the academic knowledge offered to the type of professional requirements in the translation market. The article examines the license of translation offered at the faculty of letters in kairouan, Tunisia as a sample of study. It assesses the curriculum both qualitatively and quantitatively in order to evaluate its efficiency in preparing graduates for the demands of the translation market both in Tunisia and abroad.

## **2. Current Status of Teaching Translation at the Faculty of Humanitie - kairouan**

### **2.1. Curriculum Description, Analysis and Criticism**

The translation curriculum has been designed by the Sectarian Commission of Translation at the level of the Ministry of Higher Education.

Teachers and the scientific council at the level of the faculty had no say as to its content when launching this specialty beginning the academic year 2019 / 2020. Their role was indeed limited to designing syllabi for the specified courses, listing the available teaching staff, stating the objectives behind starting the translation diploma at the faculty and describing the available and necessary pedagogical material and tools for the implementation and success of the curriculum. The following tables are adapted from the official document issued by the Sectarian Commission of Translation at the ministerial level following the permission of starting a translation diploma at the faculty of Letters in Kairouan. The columns describing the coefficients and the number of credits for each unit and its constitutive elements have been omitted for reasons of space and impertinence to the objectives of our study.

### 2.1.1. Semester One

**Table 1: First Semester Curriculum**

N°	Teaching Unit/ Competencies	Constitutive Element of the Teaching Unit	Evaluation Modality	
			Continuous Assessment	Mixed Regime
1	Consolidation of Acquisitions in Arabic Language (A)	Language (morpho-syntax)		X
		Text Analysis and Composition		
2	Consolidation of Acquisitions in the Language of Specialty (B)	Language (morpho-syntax)		X
		Text Analysis and Composition		
3	Consolidation of Acquisitions in French Language	Language (morpho-syntax)		X
		Text Analysis and		

	(c)	Composition		
4	General Translation 1	A to B		X
		B to A		
		A to C		X
5	Annexed Sciences 1	Introduction to General Linguistics	X	
		Lexicology/ Lexicography	X	
6	Digital Competencies	Internet	X	
		MS Office Manipulation	X	

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The First Semester Curriculum can be divided into four broad sections: First, a language section that aims at consolidating the students' acquisitions in the three languages of Arabic, English and French through the two courses of Morpho-syntax and Text-analysis and Composition in which students are evaluated through a mixed regime which tests them regularly during the semester and have them sit for a final exam at the end of the semester. Second, a translation section in which students practice translation from Arabic to English and vice-versa and from Arabic to French. Third, a section in which students are introduced to Annexed Sciences of Translation, mainly Introduction to Linguistics and Lexicology and Lexicography. Finally, a section devoted to Digital Competencies. Except for the last two sections which are evaluated through a continuous assessment regime with no exam at the end of the semester, the others are subject to a mixed regime. The striking thing is that the curriculum focuses mainly on the consolidation of languages (4 modules) while only one module is devoted to Translation (General Translation 1). Practicing translation with students in the absence of courses that introduce them to

translation theories and translation techniques remains a drawback in the curriculum design.

### 2.1.2. Semester Two

**Table2: Second Semester Curriculum**

N <sup>o</sup>	Teaching Unit/ Competencies	Constitutive Element of the Teaching Unit	Evaluation Modality	
			Continuous Assessment	Mixed Regime
1	Consolidation of Acquisitions in Arabic Language (A)	Language (morpho-syntax)		X
		Text analysis and Composition		
2	Consolidation of Acquisitions in the Language of Specialty (B)	Language (morpho-syntax)		X
		Text Analysis and Composition		
3	Consolidation of Acquisitions in French Language (c)	Language (morpho-syntax)		X
		Text Analysis and Composition		
4	General Translation 2	A to B		X
		B to A		
		A to C		X
5	Annexed sciences 2	Introduction to General Linguistics	X	
		Lexicology/ Lexicography	X	
6	Digital and Social	Digital Data	X	

	Competencies	Treatment		
		Soft Skills	X	

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The Second Semester Curriculum is a replication of the First Semester one except for the fourth section that acquires the new name of “Digital and Social Competencies” and includes the two courses of “Digital Data Treatment” and “Soft Skills”. The same remark of the absence of translation theory and translation techniques courses, addressed to the First Semester Curriculum, remains valid for this section.

#### 2.1.3. Semester Three Curriculum

**Table 3: Third Semester Curriculum**

N°	Teaching Unit/ Competencies	Constitutive Element of the Teaching Unit	Evaluation Modality	
			Continuous Assessment	Mixed Regime
1	General Translation 3	A to B		X
		B to A		X
2	General Translation 4	C to B		X
		C to A		X
3	Consolidation of Acquisitions in Languages	Language A		X
		Language B		X
		Language C		X
4	Annexed Sciences 3	Machine Assisted Translation	X	
		Traductology		
5	Transversal	Organisms and International	X	

		Relations		
		Soft skills 2	X	
6	Optional 1	Introduction to Economy	X	
		Introduction to Law	X	

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The Third Semester Curriculum can be divided into five different sections: First, a translation section that includes the two units of translating from Arabic to French and vice-versa and of translating from English to French and English to Arabic. Second, a section that aims at consolidating the students' acquisitions in the three languages of English, Arabic and French. Third, a section of "Annexed Sciences" that includes the two units of "Machine-Assisted Translation" and "Traductology". Fourth, a transversal section made of the two units of "International Relations" and "Soft Skills". Finally, an Optional Section that is made of the two units of "Introduction to Economy" and "Introduction to Law". While the first three sections are assessed through a mixed regime, the others are assessed through a continuous regime. Although the modules specific to practical translation are extended to two, and a course about the science of translation is introduced, students are still ignorant as to the translation techniques, to which they will be introduced only during the fourth semester. Although technological advancements have greatly influenced the domain of translation, students are introduced to the course of Machine-Assisted Translation only during this semester, which is deemed insufficient.

#### 2.1.4. Semester Four Curriculum

**Table 4: Fourth Semester Curriculum**

N°	Teaching Unit/ Competencies	Constitutive Element of the Teaching Unit	Evaluation Modality	
			Continuous Assessment	Mixed Regime

1	General Translation 5	A to B		X
		B to A		X
2	General Translation 6	C to B		X
		C to A		X
3	Specialized Translation 1 (Economy)	A to B		X
				X
		B to A		X
4	Annexed Sciences 4	Translation Techniques	X	
		Translation Review and Evaluation		
5	Transversal	Translation: Market and Ethical Code	X	
6	Optional 2	Translation: Media, Tourism and Cultural Heritage	X	
		Artistic Creations	X	

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The Fourth Semester Curriculum is extended to six sections. The first two sections remain the same as the Third Semester Curriculum. The third section entitled “Specialized Translation 1 (Economy)” is practiced from Arabic to English and vice-versa. The last three sections remain the same as those in the third semester but their constituent units change: The “Annexed Sciences” section becomes to include “Translation Techniques” and “Translation Review and Evaluation”. The constituent units of the “Transversal” section change into “Translation: Market and Ethical Code”. The Optional Module turns to cover the two units of “Translation: Media,



Tourism and Cultural Heritage” and “Artistic Creations”. The striking thing about the Fourth Semester Curriculum is the suddenly increasing number of translation-related courses apart from practical translation (Translation Techniques, Translation Review and Evaluation, Translation Ethical Code, Translation: Media, Tourism and Cultural Heritage). One wonders about the efficacy of teaching students this number of theoretical courses in one single semester, especially that some of them, such as translation techniques, should have been taught earlier due to their indispensability for the mastering of practical translation.

### 2.1.5. Semester Five Curriculum

**Table 5: Fifth Semester Curriculum**

N <sup>o</sup>	Teaching Unit/ Competencies	Constitutive Element of the Teaching Unit	Evaluation Modality	
			Continuous Assessment	Mixed Regime
1	Initiation to non _ written Translation	A to B	X	
		B to A	X	
2	Specialized Translation 2 (legal and administrative)	B to A		X
		C to B		
3	Specialized Translation 3 (scientific and technical)	B to A		X
		C to B		
4	Annexed Sciences 5	Translation Theories		X
		Research Methodology		
5	Transversal	Discourse Analysis	X	
		Inter_Culturality/		

		Cultural Mediation		
6	Optional 3	Project Management	X	
		Sign Languages		

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The Fifth Semester Curriculum can be divided into four sections: First, a translation section that includes three units: Initiation to Non-Written Translation from Arabic to English and vice versa, Specialized Translation in the domains of law, administration, science and technology. Second, Annexed Sciences that include the two courses of Translation Theories and Research Methodology. Third, a Transversal Module that encompasses Discourse Analysis and Inter-culturality. Finally, an Optional Module made of the two courses of Project Management and Sign Languages. Although students are introduced to two specialized translation courses, these appear to be very condensed as each one of them includes two separate and wide areas (legal and administrative translation for Specialized Translation 2 and scientific and technical translation for Specialized Translation 3). It is, indeed, doubtful if students should master these translation areas especially that they have not previously been introduced to the terminology and terminography of them. The Translation Theories course should be taught at an earlier stage so that students are able to apply the theoretical aspect of translation to the practical side.

#### 2.1.6. Semester Six Curriculum

**Table 6: Sixth Semester Curriculum**

N°	Teaching Unit/ Competencies	Constitutive Element of the Teaching Unit	Evaluation Modality	
			Continuous Assessment	Mixed Regime
1	End of study memoir and /or training in an enterprise + Report			

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The sixth semester is devoted to writing an end of study memoir or a report on a training in an enterprise according to the student's choice.

### 2.2. Curriculum Objectives

The official document of the Translation Sectarian Commission (2019), originally written in French and translated into English by the author of this article, specifies the list of envisaged jobs to include:

Versatile translators (Websites...) – home translation work (freelance translators)- editors – Proofreaders – intercultural mediators – guide-lecturers – translators in the audiovisual sector – journalistic translators – subtitling– advertisement translators.

It explains that at the end of studies, the license holder should:

- Identify the different linguistic and extra-linguistic convergences and similarities between the three studied languages (Arabic, French, English).
- Master the basic concepts and the different translation processes.
- Recognize the basic concepts in various fields related to translation (law, economics, information and communication technology, multimedia ...).
- Use the tools necessary for translation and terminological resources.
- Understand, analyze and interpret different types of texts in order to translate them.
- Master the technological translation tools (applications, software, digital dictionaries...).
- Detect and deal with the different linguistic difficulties (lexicons, semantics, rhetoric) and extra linguistic (differences, cultural nuances).
- Produce a suitable translation of a text from a source language to a target language.
- Revise and evaluate a translation.
- Respect the ethical codes.

- Take the initiative to position oneself in the national and international market.
- Demonstrate the ability to work in a team.
- Manage the various activities related to professional life.

### **2.3. Teaching Staff**

Except for one teacher who holds a Master's degree and a PhD degree in Linguistics and translation, all the remaining members of the teaching staff are language teachers. The exception is a colleague who specializes in civilization but who is also a sworn translator and runs a translation bureau.

### **2.4. Teaching Methodologies**

As the teaching staff is basically made of non-specialists in translation, no clear teaching methods appropriate to the teaching of translation are followed.

### **2.5. Teaching Material and Equipment**

Although the curriculum includes courses about machine-assisted translation and non-written translation, the absence of the necessary equipment needed for the teaching of these courses, such as SDL Trados translating program and simultaneous and consecutive translation equipment, is noticeable.

### **2.6. Pedagogical Co-ordination**

The status of teaching translation shows that most of the tutors depend on personal initiatives in teaching their courses. Indeed, instructors come from different profiles and are assigned to teach translation in theory and practice, as an academic subject, but with little co-operation among them.

### **2.7. Testing**

As a result of the status presented above about the profile of translation tutors, nature of teaching materials and methodology, testing mostly involves the translation of a text from English into Arabic and/or vice versa with no focus on evaluating the translation approaches, processes

and techniques followed by students. This classical testing approach indicates that students have not been subject to any well-graded skill building. The evaluation of their tests is highly subjective. In my experience, I have realized that there is a widespread consensus among teachers of translation that students' performance is markedly poor. Teachers end up correcting language errors rather than translation drawbacks.

### **2.8. Practical Training**

The practical training in translation bureaus, agencies and business companies is limited to the sixth semester in which students are required either to prepare an end-of-study research or present a report after training in a business or translation institution of their choice. Although the translation license at the faculty is still at its second year and the students' trainings cannot be evaluated at the present time, experiences with other licenses show that one semester training remains insufficient if not accompanied by similar trainings during the whole educational journey.

## **3. Current Status of the Tunisian Translation Market**

### **3.1. General Description of the Tunisian Translation Market**

At the level of translation providers, the Tunisian translation market comprises sworn translators, translation agencies, freelance translators, sign language translators and simultaneous /consecutive translators. Clients are dominantly people consulting sworn translators to have official documents translated for administrative purposes.

### **3.2. Sworn Translators**

Sworn translators are spread all over the country. These are usually holders of a diploma in translation, languages, law or a similar diploma. Upon succeeding in the written and oral exams, being part of the contest of sworn translators by the Tunisian Ministry of Justice, they are permitted to run a translation office that specializes in translating official documents.

### **3.3. Translation Agencies**

According to the Translation Directory Website (<https://www.translationdirectory.com>), there are fourteen translation agencies in Tunisia.

- International Translations, Tunisia
- Amri Translation Services, Tunisia
- Open Attitude, Tunisia
- Translate Translation Agency, Tunisia
- Affes Traduction, Tunisia
- RHO Services Multilingues, Tunisia
- Carthago Translation, Tunisia
- WALIDOFF International, Tunisia
- Imen, Tunisia
- The Experts, Tunisia
- BTS-Beyond Translation Services, Tunisia
- Alyusr Translation, Tunisia
- ABC Services, Tunisia
- Converto Agency, Tunisia

### **3.4. Freelance Translators**

The freelancing website (<https://www.upwork.com>) shows at least twenty-five Tunisian freelance translators. Although some of them offer other services besides translation, such as reviewing, proofreading and subtitling, translation from and into Arabic, English, and French remains their major specialty.

### **3.5. Sign Language Translators**

The Global Survey Report World Federation of the Deaf and Swedish National Association of the Deaf. 2008 (as cited in <http://aasl.aacore>) describes the sign language interpreting services in Tunisia as follows:

- The number of sign language interpreters in the country: 60 Interpreters
- Sign language interpreting qualifications: available.
- The provider of the training for people who want to become qualified sign language interpreters: University / National Association of the Deaf

- Total years of training to become a sign language interpreter: Four years/ Two years
- The number of sign language interpreters who have formal interpreting qualifications in the country: 60 Interpreters
- The way Deaf people access sign language interpreters: Deaf people access sign language interpreters through the Associations of/for the Deaf.
- The provider of the sign language interpreting services: National Association of the Deaf
- The areas of life sign language interpreting services are available: Court Services / Educational Services / Others: For lessons in traffic law and to take the driving test
- The payment for interpreting services, and those who are responsible for paying: Sign language interpreters do not receive payment for interpreting services / Sign language interpreters provide voluntary service for all sign language interpreting assignments.
- National Association of Sign Language Interpreters: None
- National Code of Ethics for sign language interpreters: None
- Legislation or policy in the country which states that the government has a responsibility for the provision of sign language : None

### **3.6. Simultaneous/Consecutive Translators**

Ayari (2020, no page) describes the scene of simultaneous translation in Tunisia as follows:

In Tunisia, there are about 100 professional interpreters who earn their living from translation, and they are distributed among offices and companies specialized in interpretation and work under the law. There are also about 100 simultaneous interpreters who work in the shade and hold no legal permission. Most of them are university professors specialized in languages and applied languages. The translation scene among the general public is dominated by sworn translators who specialize in translating official documents, accredited by various public administrations and foreign embassies,

and who are authorized by law to run offices and use advertising signs.

The striking point in this description is the high number of simultaneous interpreters working illegally in the shade. Although the description provides no statistics concerning the ones working legally, these are guessed to be low in number since simultaneous translation is not given enough attention in academic curricula.

#### **4. The Tunisian Translation Market between Offer and Demand**

##### **4.1. Offer of Translation Services**

Suppliers of translation services in Tunisia include sworn translators, translation agencies, simultaneous/consecutive translators and sign-language interpreters.

##### **4.2. Demand for Translation Services**

Translation customers in Tunisia can be grouped in four broad categories according to the type of needs: First, a legal need which encompasses sub-categories including people looking for certified translated documents such as those necessary for a visa application including education certificates, birth certificates, cv's etc... A second legal sub-category covers documents such as contracts, agreements, testimonies, certificates, permits and others. Second, business, financial and technical documents which are translated either by sworn/accredited translators or more often by translators employed by business companies: This type of translation covers a wide range of documents such as: invoices, purchase orders, financial reports, bank statements, user manuals, technical reports etc.... The third need for translation is usually expressed by medical students who are not good at the English language and want to translate the latest medical documents, usually written in English, either to include them in their end of study research projects or to update their knowledge and prepare themselves for their medical careers. Finally, there is a translation of literature and works in the domain of human sciences, which is usually achieved by the Tunisian Academy of Sciences, Letters and Arts Beit Al



Hikma. The task of translation is usually assigned to university teachers in various languages and fields.

## **5. Translation between Academic Requirements and Market Demands**

### **5.1. The World Context**

While translation is being given more and more importance in many countries worldwide both academically and professionally, the domain of translation seems to be marginalized and not given the attention it should deserve in many other countries especially those being part of the Arab world.

### **5.2. The Tunisian Context**

Our study has shown the translation scene in Tunisia to be suffering from a number of problems both academically and professionally. Although one notices on the academic level the existence of many licenses in translation in different higher educational institutions, these remain organized by the same curriculum with a difference in the target language specialty only. The study case of the translation license at the faculty of Letters in Kairouan shows that the curriculum lacks a “Curriculum matrix” that “can properly evaluate the sequence and coherence of instruction” to borrow the words of Schweitzer (2020). This has resulted, in our sense, in some incoherent structuring such as introducing students to practical translation from the onset, leaving courses such as Translation Theories and Translation Techniques to a later stage and a disproportion between the translation courses and the language ones. The curriculum appears to be of the subject-centered type as it encompasses a variety of subjects that need more time than the one allocated to them such as the course of machine-assisted translation taught for only one semester. Although the curriculum specifies the objectives being targeted and lists a number of jobs that graduates can apply for at the end of their studies, one wonders if the courses they are given, in the way they are structured and presented, and the skills they learn will make them qualified for future positions such as technical translators, translation reviewers, conference

interpreters, sign language interpreters etc. The teaching staff is a major problem as there is only one qualified teacher in the domain of translation while all the others belong to other disciplines, mainly language, civilization and literature. Pedagogical co-ordination among them is rare and the teaching material for the different courses is chosen randomly with no clear objectives in mind.

At the level of equipment, necessary for the efficient teaching of students, one notices the rarity of books in the library in relation to the discipline of translation, the absence of professional translation software such as SDL Trados as well as the absence of necessary equipment for the teaching of simultaneous/consecutive translation.

Concerning the Tunisian translation market, the scene does not seem better. The market is dominated mainly by sworn translators who are not necessarily graduates of translation schools or translation departments but have simply passed the translation contest held yearly by the Tunisian Ministry of Justice. Their work consists primarily in translating official documents. However, this translation sector suffers a number of problems according to Barka (2005) who describes the scene as follows:

A sworn translator in Tunisia lacks an official structure (similar to what lawyers enjoy, for example) that protects and governs the organization of the sector and makes it safe from some intruders. Intruders in this profession represent a disaster by all standards. Some of them turn to brokers who deceive the citizen, as they translate the document for 20 TND and 50 TND in some cases, although the fixed price does not exceed 8 TND for the document. In addition to their impact on the citizen, they affect our credibility. We, as sworn translators, have our scientific level and competence, and we did not reach this position until after several scientific tests.

Business companies rarely recruit translators and rely on unqualified people, mainly employees in charge of other tasks within the companies. The number of freelance translators who advertise on the net is quite high. However, their qualifications and level of expertise are doubted as they do

not usually accept to do translations in the technical or medical domains. Although the demand for spontaneous/consecutive translators is quite high, “There are [...] about 100 simultaneous interpreters who work in the shade and hold no legal permission” according to Barka (2005, no page). Other translation types, such as website translation and audio visual translation remain a rarity, if not inexistent.

### **5.3. Proposed Road Map for Boosting Translation in Tunisia**

#### **5.3.1. Academic Road Map**

According to Bouznad (2021, p 1) “The [translation] labor market today is no longer satisfied with the encyclopedic translator, but rather requires him to become more professional and reach higher levels of translation specialization in order to be qualified to keep pace with various scientific developments”. Consequently, it is fundamental to evaluate the translation curricula proposed by the national translation sectarian commission to Tunisian universities.

Schweitzer (2020, no page) advocates to “Establish evaluation methods that will be used at the end and during the school year to assess learners, instructors, and the curriculum”. He further explains that “Evaluation will help you determine if the curriculum design is working or if it is failing. Examples of things that should be evaluated include the strengths and weaknesses of the curriculum and achievement rates related to learning outcomes. The most effective evaluation is ongoing and summative”. It is therefore strongly recommended that translation curricula in Tunisian universities should not be a top-down process and designed by a higher committee only but must be the outcome of a cooperative process with teachers. It should also be emphasized that the curriculum design is not a single process (Schweitzer 2020, no page) but rather a continuous one the design of which “should be assessed periodically and refined based on assessment data”. This requires a lenient approach which “may involve making alterations to the design partway through the course to ensure that learning outcomes or a certain level of proficiency will be achieved at the end of the course”. Schweitzer (2020, no page)

### **5.3.2. Market Road Map**

As the translation market in Tunisia is disorganized if not chaotic, it is fundamental for the concerned parties to intervene in a bid to save it and make it more efficient. The following suggestions may contribute to doing so:

First, there should be coordination between the academic field and the professional market as both of them have problems which impede the progress of the translation field. This can be achieved through organizing joint conferences, seminars, study days and workshops. Joint studies that follow students after graduation and assess the level of their labor market integration are fundamental.

Second, a legal framework that organizes the translation market is necessary in order to protect it from intruders and safeguard the rights and duties of both translators and clients. A labor union of translators finds all its legitimacy here.

Third, the government should be encouraged to recruit graduates of translation in its administrative sector and should itself encourage private business companies to do the same.

## **6. Conclusion**

The present study has revealed the translation scene in Tunisia to be marked by many problems both academically and professionally. On the academic level, the case study of the translation curriculum at the faculty of Letters in Kairouan has revealed a number of weaknesses mainly the way the modules are divided over the different semesters, the pertinence of the courses belonging to each module and the time allocated to some courses. The lack of specialized teaching staff, the absence of pedagogical coordination among them and the lack of necessary technical and pedagogical equipment remain a major problem.

On the translation market level, the scene is not any better. Translation providers are mainly sworn translators who offer the translation of official documents and do not necessarily come from a translation

background except that they have succeeded in the Ministry of Justice contest for sworn translators. Simultaneous /consecutive translation is most of the time assured by university language teachers, who are not specialists in the domain. Sign language translation is usually provided by voluntary people, who get no remuneration for their services. Technical translators are a rarity and the job is left to intruders in the translation domain.

The study has also revealed a gap between the academic training in translation and the requirements of the translation market, especially in the absence of co-ordination between the latter and academic institutions.

As a result, it has been suggested that translation curricula in Tunisian universities should be assessed and reviewed and the translation market should be organized to get it out of its chaotic situation.

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