TRANSLATION TRAINING IN THE JORDANIAN CONTEXT: CURRICULUM EVALUATION IN TRANSLATOR EDUCATION

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DISSERTATION

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Abstract

This study aims at drawing a clear picture of translator training in Jordan through the evaluation of translation programs at the Master's level. The framework of the Context, Input, Process, and Product components of the CIPP evaluation model developed by Daniel Stufflebeam in 1971 was used to evaluate the three translation Master's programs at Jordan, Petra, and Yarmouk universities in Jordan. The ultimate aim of this research is to develop a curriculum evaluation model in an effort to suggest relevant adaptations and to contribute to the improvement of translation curriculum and translator training in Jordan and anywhere else.

This study addresses the current translation curriculum, program evaluation models and studies in the field of Translation Studies, teaching translation approaches and models, especially the ones designed for Arabic/English translation, the specificity of the Arabic language, and the problematic areas which might emerge when translating from Arabic into English and vice versa.

The study reveals that translator training at the Master's level in the three programs investigated is productive to a good degree, but there are some drawbacks which needs to be addressed and improved to increase the effectiveness of the teaching and learning process in the programs in question. The researcher suggested two models after conducting his study, one adopted from the CIPP model and is concerned with
evaluating translation programs and the other is a Master’s curriculum for teaching Arabic/English translation stemmed from the results of the survey.