THE COMPLEXITIES OF TRANSLATOR EDUCATION IN GHANA: EXPLORING A HUMAN CAPABILITIES APPROACH TO CURRICULUM DESIGN

By

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Abstract

This thesis examines the factors that influence the effectiveness of translation programmes by focusing on the perspectives of professionals, curriculum designers, lecturers, and graduates. By analysing curriculum content, delivery methods, and student experiences, the research aimed to identify areas for improvement in developing well-rounded translation professionals. The goal was to propose a curriculum that equips students with essential technical skills and fosters their personal and professional growth. A key finding of this research is that curricula often lack a strong focus on practical skills and industry experiences. Additionally, the study highlights the need for more effective pedagogical approaches that promote critical thinking, problem-solving, and public-mindedness. To address these challenges, the study makes several recommendations, including integrating more practical training, developing stronger industry partnerships, adopting innovative technology, and decolonising translation programmes. By implementing these recommendations, the selected translator education programmes in Ghana can better prepare graduates for the demands of the globalised job market and the specific needs of Ghana's developing context.

Keywords: translator education, Ghana, curriculum design, pedagogical approaches, human capabilities approach

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List of abbreviations

AI	Artificial intelligence
BU	Bauxite University
CAT	Computer-assisted translation
DU	Diamond University
ECOWAS	Economic Community of West African States
EMT	European Masters in Translation
GATI	Ghana Association of Translators and Interpreters
GIL	Ghana Institute of Languages
GTEC	Ghana Tertiary Education Commission
GU	Gold University
HCA	Human capabilities approach
ICT	Information and communication technology
IT	Information technology
KNUST	Kwame Nkrumah University of Science and Technology
NGO	Non-governmental organisation
NPIT	Non-Professional Interpreting and Translation
PAMCIT	Pan-African Masters Consortium in Interpretation and Translation
RO	Research objective
RQ	Research question
UAE	United Arab Emirates
UG	University of Ghana

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CHAPTER 1
INTRODUCTION, BACKGROUND AND CONTEXT

1.1 INTRODUCTION

This study is underpinned by a human development agenda that seeks to optimise the potential and, thereby, the efficiency of translation students. By examining the complexities of curriculum design and implementation at three selected Ghanaian universities, this research aimed to identify strategies that foster holistic student development. By exploring stakeholder perspectives (professionals, curriculum designers, lecturers and graduates) and analysing curriculum content and delivery, this study examined how translation programmes can be enhanced to create an environment in which students can flourish and become well-rounded professionals. Ultimately, the research sought to contribute to developing translation curricula that not only focus on what competencies to teach and how but also explore factors that could influence individual growth and make suggestions to eliminate potential barriers.

1.2 BACKGROUND

One of the significant concerns of higher education institutions in developing countries is to provide quality education and effectively enhance social and economic development (World Bank Group, 2000). An institution's curriculum is vital to its effectiveness and relevance.

In Ghana, universities running translation programmes at either the Master's or Bachelor's level have had to review curricula to align their relevance with the labour market. Yet, the industry still decries the lack of graduates with the necessary translator competencies, while students constantly complain about their lack of satisfaction with the training received. Translation programmes at universities in Ghana are modelled to equip students with translation competencies, but what students, industry, and lecturers expect may go well beyond the proper translation process (Eser, 2015). Hence, there is a need to reconsider translation curricula. Designing a curriculum is not only about what the market, students, or decision-makers want. Still, it is determined by a complex interplay of the expectations of various stakeholders. It is also a complex endeavour to define a curriculum's values, capabilities and intellectual content (Kelly, 2005). This study addressed this problem from the perspective that

curriculum designers need to know what the various stakeholders find valuable, so as to design a relevant and democratic curriculum (Gasper, 2017).

Several approaches to translator education and curriculum have been proposed. Functionalism, with its emphasis on the purpose and context of translation (Nord, 1996; Reiss & Vermeer, 1984), provides a foundational work for understanding the role of translation in society. While subsequent approaches have focused on either the teacher (Kadel-Taras, 1996), the learner (Yavuz, 2012), or market-driven skills (El-Karnichi, 2017), these approaches operate in silos and neglect the interconnectedness of these perspectives. To bridge the gap, some researchers propose more holistic approaches. Kiraly (2000) revolutionised translation didactics with his socio-constructivist approach, while Kelly (2005) advocates for integrating core principles from various models and disciplines. González-Davies (2004) emphasises the importance of student voice and agency through socio-constructivist and humanistic principles, while Thompson and Haywood (2013) provide practical strategies for acquiring translation skills. The PACTE Group (2014, 2015) and Albir (2017) have extensively researched the acquisition of translation competencies. González-Davies and Enríquez-Raído (2018) enrich the discourse by promoting situated learning, while Li et al. (2023) call for an interdisciplinary approach. Other scholars investigated the role of technology and artificial intelligence (AI), its impact on translation practices, and its implications for translator education (Biau-Gil & Pym, 2006; Gambier, 2019; Liu & Afzaal, 2021; Massey & Ehrensberger-Dow, 2017; O'Hagan, 2019; Öner Bulut & Alimen, 2023; Raído, 2013; Raído et al., 2019). All these perspectives converge on the need for curricula that are not merely informative but also transformative.

This study positions itself in this evolving landscape and adopts a human capabilities approach (HCA) framework. By building on previous research that focused on identifying stakeholder needs or examining translator/translation competencies, this study aligns with the principles of social justice. Under the umbrella of the HCA, this study explored how we can have a just society. Justice, as conceptualised in the HCA means that everybody has the opportunity to explore and develop their capabilities. The HCA considers education and curriculum as potential instruments of social justice. Thus, the formation and expansion of what students are enabled to do or become are means by which society would be more just. The HCA is a conceptual framework that helped me consider many perspectives.

This thesis, which is located in translation studies, applies Sen and Nussbaum's HCA as a framework for evaluating the extent to which the curricula of the French–English translation

programmes of three translator education institutions in Ghana, namely the University of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST) and the Ghana Institute of Languages (GIL) enable students to not only increase their potential for employment but also to participate in the political, social and cultural life of the country (Nussbaum, 2011, p. 152). These three institutions were chosen because they were the only public universities in Ghana presenting full-fledged translation programmes when I collected the data.

My background and experiences in Ghana motivated me to research translator education in this context. Teaching translation at the university challenged me to explore ways of contributing to generating knowledge relevant to the Ghanaian context and, potentially, across the globe. I noticed the need to expand on what our students are enabled to do and become and the need to have a broader perspective of what education can offer the individual and the country. Despite research findings on the translation market in Ghana, little work brings together the perspectives of the various stakeholders of translator education. Furthermore, no study used the HCA to evaluate the impact of translation programmes at Ghanaian universities on students. This study focuses on translation. However, it touches on interpreting, particularly in the context of Community Translation/ Public Service Interpreting, considering Ghana's predominantly informal economy.

This study, therefore, examined the curricula at these three universities and explored the value of translation programmes for students, educators, and industry players, intending to find ways to enhance students' capabilities.

1.3 RESEARCH OBJECTIVES

This study aimed to critically examine translation curricula at three universities in Ghana employing the HCA, which focuses on the human capabilities of students, and suggest ways of expanding their capabilities for social, democratic, and economic good.

The research objectives (RO) were to:

RO 1 Study the considerations that have defined the trajectory of translator education in Ghana regarding the HCA and curriculum design;

RO 2. Understand the goals and intentions of the current curricula of the three selected institutions, using the HCA as a frame of reference;

RO 3. Determine the stakeholders involved in the translation curriculum design process of the selected institutions;

RO 4. Investigate ways in which the selected curricula enhance the human capabilities of translation students, as conceptualised in the HCA; and

RO 5. Offer informed suggested adaptations to the selected curricula for the development of translation students, as conceptualised by the HCA.

1.4 RESEARCH QUESTIONS

The main research question (RQ) is:

RQ 1. To what extent do the current translator education programmes in selected universities in Ghana allow for the development of students' capabilities, as conceptualised in the HCA?

The sub-questions are:

RQ 1.1. What are the considerations that have shaped translator education at these universities in relation to the development of human capabilities of students, as conceptualised by the HCA?

RQ 1.2. What are the goals and intentions of current translation curricula in relation to the development of human capabilities of students at these selected universities, as conceptualised by the HCA?

RQ 1.3. What stakeholders are involved in the curriculum design process?

RQ 1.4. How do the selected curricula foster or hinder the development of the human capabilities of translation students, as conceptualised by the HCA?

RQ 1.5. Are adaptations needed regarding the development of the human capabilities of translation students at the selected institutions, as conceptualised at the HCA? If so, what are they?

Having highlighted the study background, objectives, and research questions, I will now move on to the context of translator education. Understanding the study context will enhance our

understanding of the lens through which the study participants or the researcher makes some arguments.

1.5 CONTEXT

The importance of context in shaping curriculum is established in the literature. Calvo (2015, pp. 306-322) emphasises the impossibility of designing a universally relevant curriculum without considering the specific context within which the curriculum will be operationalised. The local context encompasses factors such as history, values, available resources, and limitations (Calvo 2015; González-Davies & Enríquez-Raído, 2016; Kress 2000; Marais, 2011, 2014). Rachman (2003) posits that social demands, such as the needs and aspirations of the population, the languages spoken in the community and prevalent ways of thinking, influence curriculum and education.

Drawing on literature about the influence of context on curriculum design, I will delineate the study's specific context by examining the history of translator education in Ghana, exploring Ghana's language policy and colonial legacy, and, finally, offering an overview of the translation industry in Ghana.

1.5.1 Brief history of translation education since 1957

Ghana attained independence from British colonial rule on 6 March 1957 and was declared a republic in 1960. With economic growth and international cooperation as one of the top priorities of a budding republic, the first president of the Republic of Ghana, Osagyefo Dr Kwame Nkrumah, established the GIL in 1961 "to teach foreign languages to promote Pan-Africanism and cordial relations between Ghanaians and foreigners" (GIL, n.d.-b). Today, 63 years later, the GIL continues to uphold this goal by offering tuition in Arabic, English, French, German, Russian, Spanish and Portuguese at various levels. The GIL was initially established under the Ministry of Education, and then later attached to the Office of the President. Currently, all the translator training institutions in Ghana are regulated by the Ghana Tertiary Education Commission (GTEC), which has oversight responsibility for tertiary education in Ghana. In 1964, Ghana's premier translation school, the School of Translators, was established under the GIL. The School of Translators trains Ghanaians and foreigners, the latter originating mostly from neighbouring West African countries, to translate into the languages listed above. For several years, alumni of the institution have provided translation and interpreting services

at top government levels in the country. The School of Translation, which is affiliated with the UG, awards a four-year BA degree in translation.

After 40 years of the School of Translators being the sole translator training institute in Ghana, the UG started its MA Translation programme in the 2003/2004 academic year under the Department of French, with the language options of French and English. The programme aims to train "highly skilled professional translators capable of meeting Africa's language needs in the global knowledge society, and train and mentor future translation lecturers and researchers" (UG, 2018). In 2020, the Department of French started a PhD programme in translation studies.

The KNUST presents the MPhil French (Translation and Interpreting) and PhD French (Translation and Interpreting) under the Department of Language and Communication. Among the aims of the programme, implanted in the French section of the Department, are to "train Ghanaians to occupy positions … in the more than 70 French companies … in Ghana … and expand projects of implantation of French and Francophone businesses" (KNUST, n.d.-a).

The University of Cape Coast presents a two-year MPhil Bilingual Translation Sandwich programme. In contrast, the University of Education, Winneba, presents a one-year MA in French Translation Sandwich programme, which is aimed at training "qualified personnel to occupy specialised professional positions in the job market, especially in the teaching and learning of French, as translators" (University of Education, Winneba, n.d.).

Section 1.5.2 will offer more details about Ghana's language policy and history of colonisation, and how this contributed to shaping its translation programmes.

1.5.2 Colonial legacy and language policy

Ghana is a multilingual country with 81 languages; Akan is the most widely spoken indigenous language in the South, and Dagbani is more commonly spoken in the North (Eberhard et al., 2015). English, which was inherited from the colonial era, is the official language and lingua franca. Although English is, in settings such as the professional translation context, considered to be a mother tongue, or Language A, for Ghanaians, strictly speaking, that is not the case, as the average Ghanaian grows up acquiring two or more local languages before they learn English, which is the medium of instruction in schools. Historically, Ghanaian languages were spoken in homes, marketplaces, and churches, while English was designated as the de facto language of official business – giving it a place of prestige. In Ghana, proficiency in English is

considered crucial for unlocking social and economic opportunities (Anderson et al., 2008; Bodomo et al., 2009; Dako & Quarcoo, 2017; Obeng, 1997). Recent studies found that, gradually, many Ghanaians, particularly those in urban areas, have started using English instead of indigenous languages in their homes (Afrifa et al., 2019), which means that, for some young people, English will become their mother tongue. However, the informal sector, which accounts for 80% of the Ghanaian workforce, operates with local languages (Jibril & Gyasi, 2017). The use of English for both national and international considerations shows that Ghana's language policy is not aligned with the context because it lacks focus on the informal sector. The country has been unable to manage its linguistic diversity to ensure citizen participation in national and international affairs, particularly by citizens who cannot communicate effectively in English.

On 16 February 2024, the Parliament of Ghana announced plans to use local languages on the floor of Parliament after the Easter break of April 2024 to promote Ghanaian culture (Graphic Online, 2024). One proposed measure was the utilisation of translators and interpreters. However, as explained above, translator training institutions have historically focused on Western languages. Rachman (2003) emphasises the influence of languages spoken in a community on curriculum and education; however, with Ghana's rich linguistic heritage, this influence is not fully reflected in the current state of translator training. Educational programmes should, ideally, equip students to do translation involving Ghanaian languages; however, the curricula of translator training institutions prioritise foreign-language translation over local languages. As explained in Section 1.4.1, translator training units at universities across the country are implanted in modern language departments of these institutions, particularly French departments. Departments of Ghanaian languages at various institutions have remained language training centres isolated from modern languages.

Ghana's location as a neighbour of three francophone countries – Togo, Ivory Coast and Burkina Faso – significantly increases the demand for French language skills in Ghana. Cross-border trade with the neighbouring French countries necessitates communication between Ghanaian businesses and their French-speaking counterparts, creating a need for French-speaking professionals in various sectors. Furthermore, Ghana's participation in regional organisations such as the Economic Community of West African States (ECOWAS) often involves working with French-speaking nations, which creates a demand for French skills in diplomatic and regional development spheres. Due to the French language's prestigious position in Ghana, massive efforts have been made to improve French language education and

training for Ghanaians. In 2006, the country joined La Francophonie, an international organisation representing countries and regions where French is a lingua franca or customary language, as a full member. In 2018, Ghana took a significant step towards strengthening French language education by signing the Linguistic Pact with La Francophonie. This partnership provides technical support and capacity-building initiatives to enhance the teaching and learning of French throughout the country. In 2019, Ghana adopted French as its second official language after English. Furthermore, the emergence of Portuguese is gaining traction in Ghana and the subregion because of the presence of Portuguese-speaking countries (Guinea-Bissau and Cabo Verde in West Africa and Mozambique and Angola in Southern Africa) within ECOWAS and the African Union.

Having provided the general context of the study, focusing on Ghanaian translator education history and colonial language legacy, I will now discuss the Ghanaian translation industry and Ghanaian languages.

1.5.3 Overview of the Ghanaian translation market and the place of Ghanaian languages

Unlike established translation markets that boast a wide range of translation agencies and specialised services, the Ghanaian translation market appears less structured, with a higher prevalence of freelance translators. The freelance nature of their work means that Ghanaian translators take on projects from diverse sectors (agriculture, banking, etc.), which requires them to understand various industry terms and specific communication styles. Translators in Ghana primarily work as consultants for international organisations, and rates are usually quoted in United States dollars, according to rates on the international market. The rates of global markets are transferred to the Ghanaian market, making the services of professional translators extremely expensive for the ordinary Ghanaian. This is an example of how globalisation has skewed the translation market in Africa. The high translation rates, coupled with the absence of a national policy to regulate the activities of translators, have led to the proliferation of untrained translators willing to provide translation services at a much lower rate. This phenomenon is exacerbated by the general perception among Ghanaians that anybody who speaks two or more languages, particularly language teachers, can provide translation services. This situation creates a paradox. While untrained individuals offer translation services at lower rates and crucially fill a gap for those who cannot afford

professional services, their lack of training can lead to inaccuracies and hinder clear communication.

On the other hand, professional translators naturally gravitate towards high-paying international projects, which allow them to develop specialised skills and earn a living wage. This raises the question of whether translation services are relevant for everyday Ghanaians who do not necessarily interact with these domains. The limited focus on the formal sector leaves a gap in the availability of quality translation services for everyday Ghanaians, particularly those with limited resources.

Ghana, as a multilingual nation (see Section 1.4.2), has a significant need for translation and interpreting services to bridge communication gaps and foster social inclusion, despite the limited access to quality translation restricts the capabilities of many Ghanaians to participate in public life, access essential information and engage with public services. For instance, public service providers in Ghana often struggle to cater to non-English speakers because of the lack of trained local language translators and interpreters (Munufie & Sambou, 2022). Public service providers frequently rely on untrained individuals, usually family members – a situation that raises concerns about bias, information concealment, and compromised access to services. Furthermore, there seems to be a limited financial incentive for translators to focus on the informal economy, as ordinary Ghanaians rely on informal translation help rather than professional services. Therefore, it appears that for the experienced translator, participating in the global market is the only guaranteed means of making money. Furthermore, professional translation and interpreting focus mainly on international languages such as English, French, Spanish, Portuguese and Arabic. Local people are not a priority, not even for training institutions.

While professional translation services are essential for national and international communication, it is equally important to address the needs of Ghanaians who require translation for everyday activities. These needs may not necessitate the high-level specialisation offered by professional translators, but they demand a level of competency that untrained individuals do not necessarily meet.

There have been calls for the professionalisation of community interpreting and its inclusion in the curricula of training programmes (Munufie & Sambou, 2022). However, if non-professional means inaccurate, I wonder if total professionalisation is possible in a multilingual context such as Ghana. These questions warrant further study, mainly because a recent Amuzu

et al. (2020) survey found that 91% of interpretations in the Ghanaian multilingual court were accurate. Nonetheless, the call for professionalisation may help to ensure that services rendered in critical areas such as the courts, hospitals, police and immigration are regulated and not provided by ad hoc interpreters who may have little or no knowledge about the subject matter. While we consider professionalisation, let us not forget that non-professional community interpreting has and will continue to exist on the streets of multilingual societies such as Ghana, where over 80 languages are spoken at various levels of society. For instance, in the Ghanaian health sector, where the outpatient department operates a walk-in system, having an interpreter on call for every language is impossible. In this case, the interaction between health practitioners is facilitated by ad hoc interpreters. The situation in Europe is different in that clinical visits are based on appointments, which enables the patient to choose their language of preference and allows the hospital to plan for having an interpreter present.

Having examined the general context, including the translation industry and language policy, that could impact translator education in Ghana, Section 1.6 will briefly outline the study design and methodology.

1.6 RESEARCH DESIGN AND METHODOLOGY

To achieve the research objective of investigating the extent to which the three selected translation programmes enhance students' capabilities, as conceptualised by the HCA, a qualitative method was employed. There was an investigation on two levels. First, a documentary analysis of the historical circumstances of translator education at selected universities in Ghana was carried out to understand the study's context (see Section 1.4). The current curricula run by the UG, GIL and KNUST were analysed to identify the objectives, the strategies employed to achieve them, and the extent of their achievement. Second, employing Alkire's (2005) local participatory approach to evaluation, I conducted in-depth interviews with professional translators/employers to identify the key factors that underpin their success and the attributes they look for in translation graduates. Additionally, I interviewed curriculum designers and lecturers to ascertain the competencies they perceived as essential for translators and their strategies for cultivating these abilities in students. To complement this data, student interviews were conducted to determine their valued capabilities and how the selected translation programmes foster their development.

Data collected were coded using NVivo 14. The outcomes of the interviews on the valued capabilities were characterised using Walker's (2008) list of 11 valued functional capabilities fostered by higher education, namely, social relations, having economic opportunities, knowledge, autonomy, active and experiential learning, critical thinking, deliberative dialogue, recognition and respect, confidence, active citizenship and imagination and empathy. This coding framework was applied to analyse interviewee reflections. However, this action research also coded for new, emerging themes using in vivo or second-cycle coding. The results for all the stakeholders were compared to identify their points of divergence and convergence, based on which suggestions were made for adaptations to the curricula.

1.7 ETHICS CONSIDERATIONS

Clearance to collect data was given by the University of the Free State Ethics Committee, with ethical clearance number UFS-HSD2022/0454/22. During the data collection, I sought the interviewees' consent to record them. Interviewees were assigned pseudonyms. Furthermore, since some interviews were conducted face-to-face, I maintained a professional yet convivial relationship with the interviewees and also adhered to all COVID-19 protocols.

1.8 VALUE OF THE RESEARCH

The study is relevant because it is expected to aid curriculum designers and decision-makers of translation programmes in Ghana in identifying what capabilities stakeholders directly affected by the programmes find valuable so as to design curricula that benefit them best. The study will also contribute to the growing body of literature on translation and development. Furthermore, the HCA, which underpins this study, offers a broader framework for lobbying for changes in translation programmes; instead of viewing university education as only a means to wealth creation, it should be a platform for human development and, by extension, for social good and development of a country. The findings of this study are expected to enable translator educators and curriculum designers to understand better how the curriculum decisions they make can benefit or affect student well-being. This research forges a path for further research in Ghana, mainly, to use the HCA as a framework to evaluate how social structures enhance or hinder human development.

1.9 CONCLUSION

In this chapter, I presented the study background, research problem, objectives, questions, and context. I also gave an overview of the study design and the value of the study.

In Chapter 2, I will present a literature review on the concept of curriculum, culminating in a working definition. I will explore the human capital and human development perspectives of translator education and various approaches to translator education. The chapter will also discuss literature on stakeholder agency and the influence of context in curriculum design.

CHAPTER 2
TRANSLATOR EDUCATION AND HUMAN DEVELOPMENT

2.1 INTRODUCTION

This chapter will commence with an overview of curriculum theory and its implications for translator education. It will examine the complexity of factors shaping a curriculum in terms of developing students' capabilities and present two perspectives on educational goals, pedagogical approaches, stakeholder involvement in curriculum design and contextual factors.

By delving into historical and contemporary perspectives on translator education, this chapter will provide a foundation for understanding how translator education can be reoriented from a narrow market-oriented focus to a more holistic approach that prioritises the development of human capabilities. This shift is necessary to cultivate well-rounded individuals who not only meet industry demands but also contribute meaningfully to their communities. Developing countries, such as Ghana and many others on the African continent, in particular, require translators who deeply understand their societies and can leverage language skills and other competences to address social and economic challenges. A broader education will empower translators to become agents of change (Tymoczko, 2006) and enhance their contribution to national and global development.

The chapter is divided into two main sections. The first section discusses curriculum, education and pedagogy within translator education. The second section presents an overview of the HCA, the theoretical framework underpinning this study. Having presented key elements of the chapter, I will commence by examining the concept of curriculum.

2.2 TRANSLATOR CURRICULUM, EDUCATION AND PEDAGOGY

2.2.1 Conceptualising curriculum

Curriculum design is a multifaceted process that is influenced by various factors, including conceptualisations of curriculum, education, societal perspectives and ideological considerations. These elements converge to shape the meaning and purpose of education in a given context.

Curriculum is a foundational element of formal education and shapes its success. The word curriculum has its roots in the Latin word *currere,* meaning to run or move quickly. According to *The Curriculum*, the first textbook on the subject, which was published in 1918 by John Franklin Bobbitt, the idea originated from the Latin word for track or racecourse. Over the years, the concept of curriculum has evolved tremendously, driven by shifts in intellectual thinking and sociological factors. However, despite the widely accepted relevance of a curriculum, there is a lack of consensus among researchers and educators regarding the precise definition and content of the curriculum. While some conceptualise it in broader, cross-cutting terms, others give a narrower conceptualisation. It sometimes designates a programme of study (in French, *Programme d'étude*), course or syllabus. For some theorists, it is a plan or guide for teaching (Beauchamp, 1972; Johnson, 1969; Wood & Davis, 1978), while others define it broadly to include all learning experiences, both planned and unplanned (Tyler [1949], cited by Aron-Salvacion, 2023; Bobbitt, 1918; King, 1986; Yavuz, 2012).

Johnson (1969, p. 3), in an attempt to make meaning of the various definitions and conceptualisations of curriculum, provides three definitions:

> *(a) An arrangement of selected and ordered learning outcomes intended to be achieved through instruction,*
>
> *(b) An arrangement of selected and ordered learning experiences to be provided in an instructional situation, and*
>
> *(c) A scheme for planning and providing learning experiences.*

The confusion surrounding what curriculum is possibly arises from the interchangeability of certain terms or the grammatical functions assigned to specific words in the context (Johnson, 1969).

Consequently, this chapter opens with a deliberate focus on the conceptualisation of curriculum. While the definition of curriculum can be debated, it is crucial to establish a clear understanding of how this concept will be used within this study's context. To achieve this, I will analyse existing approaches to conceptualising curriculum before ultimately adopting a tailored definition that aligns with the research objectives.

2.2.1.1 Curriculum as product

Several perspectives frame curriculum as a product of a careful selection and organisation process. These views often equate curriculum with a collection of educational objectives outlining desired learning outcomes. For instance, Johnson (1969, p. 7) defines curriculum as "selected, ordered, intended learning outcomes OR intended learning experiences", while UNESCO-IBE (2016, p. 8) aligns curriculum with a set of measurable competences, indicating it is "through the curriculum that key economic, political, social and cultural questions about the aims, purposes, content and processes of education are resolved".

Extending the product-oriented view of curriculum, Beauchamp (1968, 1972) and Brady (1995) introduce the concept of curriculum as a formal document. This perspective describes curriculum as a written document that serves as the overall plan, outlining educational goals, content and instructional strategies. Such documentation, often referred to as the official or formal curriculum, is common in traditional education.

Building on this product-oriented perspective, Beauchamp (1972) and Wood and Davis (1978) characterise curriculum as a series of courses required for academic progression. While it is similar to an objectives-based definition because it also emphasises learning objectives, the desired objectives are embedded within specific subject areas. Thus, the objective-oriented perspective focuses on general learning goals, while the subject-oriented perspective specifies the content and skills to be acquired through structured courses.

Other perspectives, while viewing curriculum as a product, underscore curriculum as a plan, either a structured framework, an ongoing plan or both. Taba (1962) defines curriculum as a comprehensive plan encompassing learning goals, strategies and conditions. Taba's conceptualisation of curriculum underscores its dual nature as both a structured framework and an ongoing process of development and implementation. The first of the descriptors aligns with McKimm's view of curriculum as "a template or design which enables learning to take place", thereby situating curriculum as containing learning outcomes and the main teaching methods based on which the teacher decides on classroom activities (2007, p. 2). Marope (2013), in turn, emphasises the processual nature of curriculum, by describing it as a process or a series of steps for instruction that guide the what, why, when, by whom, how and how much of education and learning. Together, these perspectives describe curriculum as a dynamic framework that requires careful planning and execution.

However, theorisations that reduce curriculum to a lesson plan, teacher manual or instructional strategies, like that of Johnson (1969), Beauchamp (1968, 1972), Brady (1995) and Wood and Davis (1978), as argued by King (1986), does not allow for full coverage of other elements in the teaching and learning process. Consequently, as will be seen in Section 2.2.1.2, other scholars have sought to broaden the conceptualisation of curriculum, going beyond traditional definitions.

2.2.1.2 Curricula as experiences

Beyond its traditional conception as a structured plan or guide, curriculum is also viewed as an experience. Pioneering scholars such as Bobbitt (1918), Tyler (1949, in Aron-Salvacion, 2023) and later King (1986) and Yavuz (2012) expanded on this understanding. While curriculum may be intentionally designed, its implementation often has unintended outcomes and creates a dynamic and complex interplay between planned and unplanned experiences.

Bobbitt (1918, p. 42) defines curriculum as a "series of things which children and youth must do and experience by way of developing abilities to do the things well that make up the affairs of adult life; and to be in all respects what adults should be". To this, Bobbitt adds two different definitions: "(1) it is the entire range of experiences, both undirected and directed, concerned in unfolding the abilities of the individual; or (2) it is the series of consciously directed training experiences that the schools use for completing and perfecting the unfoldment" (1918, p. 43). While definition (1) implies that education and, by extension curriculum, is an experience both direct (with a specific objective) and indirect (unguided learning through exploration of one's environment), definition (2) seems to focus only on formal curriculum. This underscores the confusion around what a curriculum really is.

Furthermore, Bobbitt, in his distinction, refers to indirect curriculum as learning through play and direct learning as learning in the classroom, thereby focusing on learning by the child, in particular, although he sometimes refers to the youth. Yet, the use of the word play seems to exclude other non-formal activities through which a learner might uncover their potential.

In contrast to Bobbit (1918), who focuses on both planned and unplanned experiences of the learner, Tyler (1949, in Aron-Salvacion, 2023) focuses only on the planned experience. He defines curriculum as all the learning experiences planned and directed by the school to attain its educational goals, thereby making his focal point the organisational aspect of a curriculum.

Based on the debate about the scope of curriculum (planned/unplanned experiences/completed structured plan/ongoing plan/objectives/courses), some scholars have attempted to give an even broader definition that covers a large part of the educational process. In line with King's (1986) argument (see Section 2.1.1.2), Yavuz (2012) posits that a curriculum is not just what is formally written on paper but also all that the student experiences. This broader conceptualisation of curriculum is what Section 2.2.1.3 will explore.

2.2.1.3 Towards a broader definition of curriculum

King (1986) broadened the conceptualisation of curriculum – a perspective that was adopted by subsequent scholars such as McKimm (2007), Yavuz (2012), Klimkowski (2015), Mulenga (2018) and Saban (2021).

King (1986) likens a curriculum to a grand opera with an elaborately staged aspect and an aspect of student improvisation or responses, either solicited or unsolicited. For King, a better way to conceptualise curriculum broadly is to see it as an event that happens when the teacher and students interact with every aspect of the education process, including their environment, skills, and ideas. Much as a curriculum is seen as resulting from a laborious process of consultations, selection and prioritisation, it is also a result of spontaneous negotiations and interactions among classroom participants.

Walker and Soltis (2004) and Saban (2021) took up King's conceptualisation and argue that curricula are shaped by the dynamic interactions between teachers and students during the teaching and learning process. Extending the argument, Saban (2021) warns against any attempt to differentiate conceptually between curriculum design, curriculum implementation, curriculum evaluation, curriculum improvement and curriculum reformation. Such an attempt is described as a superficial approach that undermines the simultaneous nature of the phenomena – one that, rather erroneously, makes the phenomena sequential. However, Beauchamp (1968) considers such a definition problematic, as it does not clearly distinguish between curriculum and instruction.

In a bid to cover all the elements of the education process, several researchers distinguish between aspects of the curriculum that are published or written and those that are not written. For instance, McKimm (2007), while adopting a broad definition in line with King's conceptualisation, talks about official vs hidden, unofficial or counter curriculum. Yavuz (2012) posits that curriculum exists at three levels: what is planned for the students, what is

delivered to the students, and what the students experience. This distinguishes two forms of curriculum, namely, the formal curriculum and the hidden curriculum, the latter including cultural, social and political values that students may not be aware of. However, because the term hidden has the tendency to sound negative, as though the institution has a secret agenda behind its curriculum, Klimkowski (2015, pp. 67-83) uses the terms official and non-formal curriculum.

Other scholars, such as La Belle (1982), Mulenga (2018), Johnson and Majewska (2022) and Almeida and Morais (2024), add a third category:

Formal: Activities formally taken in the school, including subjects and modules;

i) Non-formal: Planned extracurricular activities; and

ii) Informal: Emerging curriculum/elements that are not necessarily on the timetable but which influence students a great deal. These may include the learner's appearance during lessons, observing time for different activities, etc.

This categorisation brings considerable clarity and allows for a more global picture of what curriculum is. The terms used to designate the various categories sound neutral compared to those of Yavuz (2012) and McKimm (2007).

Klimkowski (2015, pp. 67-83) proposes a tripartite curriculum structure that has formal, non-formal and lifelong aspects. Non-formal components serve as the bridge between academic education and the world outside the classroom. The proposed curriculum structure incorporates several areas, learning styles and educational interactions, which not only prepare students for lifelong learning but also promote professional, personal and socio-cultural development. Klimkowski advocates for making non-formal educational initiatives an integral part of the translation and interpreting curriculum because strictly formal education would fail to create the environment needed for autonomous and holistic growth. Klimkowski (2015) observes that a non-formal curriculum will help overcome the contriving nature of the formal curriculum and help situate translation and interpreting education close to the professional world. Among the strategies proposed is a reorganisation of the translation and interpreting lessons in such a way that they are open to "task and method negotiation" and inviting specialists to truly participate in shaping the programme.

The comparative research carried out by Torres-Simón and Pym (2017) supports Klimkowski's (2015) advocacy to consider both informal and non-formal aspects of curricula if one wants to

have a complete picture of the curriculum of an institution. By examining 67 European Master's in Translation (EMT) programmes presented by 61 universities in 21 countries, their analysis of admission requirements, hands-on, language-specific translation classes, courses on the translation profession, internships and the status accorded to translation theory and research provide a wealth of information. According to Torres-Simón and Pym (2017, p. 4), many translation programmes under the EMT did not include courses that prepare students for the professional world. Courses such as Working Life Oriented Studies, Translation Management or Professional Seminars and Conferences were absent from their official curricula, despite the apparent goal of the programme "to provide professionals for an industry, rather than academics for academia". Although the courses could not be found on paper, the coordinators stated that they employed other strategies, including presenting seminars and workshops that involved professionals from outside formal curricula, incorporating professionalisation aspects in various units and modules and providing career guidance and coaching by the university or through internships, all of which were aimed at familiarising students with the profession. In the course of this research, information on these aspects of the curriculum could only be obtained through interviews granted by students, administrators and teachers and through observation.

Drawing on the insights obtained from the preceding discussion, Section 2.2.1.4 will propose a comprehensive definition encompassing formal, informal and non-formal learning experiences.

2.2.1.4 Operational definition of curriculum

Given the complexity of the conceptualisation of curriculum, I offer a nuanced definition to clarify its scope and purpose, which will be applied in this study.

> *Curriculum refers to all the systematic educational experiences provided to students, consciously or unconsciously, in order to achieve situated, desired learning outcomes, resulting in their individual growth and meant to be used for life and for the common good in an ever-changing society.*

If curriculum decisions are conscious, then they are planned; if they are unconscious, then they are implicit.

Building on the understanding of curriculum as a situated construct, Section 2.2. will explore the diverse perspectives and factors that influence the design of translation curricula. It will delve into the value of education, complexity and progressive perspectives on translation

pedagogy and practice, as well as learning theories, stakeholder involvement and general contextual factors. I will examine various perspectives on the value of education and how these perspectives influence curriculum development. Although the literature touches on various translation competencies (see Section 2.2.2.1), this review will focus on the value of [translator] education for scholars.

2.2.2 Value of translator education

The way nations and curricularists perceive education in general and, in particular, translator education seems to influence the kind of curriculum institutions have. It is commonly accepted that education is crucial for the growth and development of every society. However, discourse about the ultimate purpose of education presents two contrasting perspectives: those who believe that education equips one either with the ability to live or the practical ability to produce.

Similar to the debate surrounding the overarching purpose of education, several translation competence models (the knowledge, skills and aptitudes needed for translation work), such as that proposed by Kelly (2005), PACTE (2003) and the European Commission (2017, 2022) continue to influence translator education and research. Some emphasise fostering a broader cultural understanding in translators (aligned with education for living), while others prioritise translators' practical ability to produce accurate, marketable translation skills. Chan (2001) uses the terms intellectual training (broad foundation for intellectual pursuit) versus vocational knowledge (skills for the translation job market). Tan (2008), Pym (2001), Kiraly (2000), Kelly (2005) and PACTE (2003) talk about translator training (equipping students with skills needed for the translation process) vs translator education (equipping students with a wide range of interpersonal skills and attitudes in addition to technical skills). These perspectives are mainly influenced by the way translation and translator education are perceived.

Chouc and Calvo (2010) posit that the angle chosen will shape what students become. They distinguish three types of people:

i) Highly academic models produce students who assimilate already established knowledge;
ii) Purely vocational models produce highly skilled professionals who are only fit for a specific job translator profile; and

iii) Transferable, skills-based models produce versatile individuals who are empowered to contribute to society.

Calvo (2015) refers to translation that is seen as a professional type of knowledge: highly vocational/specialised, as in the case of legal or literary translators, localisers, audiovisual translators, or proofreaders, versus translation as transferable knowledge, which is adaptable and multi-purposed, as in the case of intercultural mediators, foreign trade experts, international marketing professionals, global content managers, multilingual secretaries, or diplomats.

Using the terms vocational vs transferable could be controversial, as it creates the impression that a highly skilled translator cannot apply the knowledge acquired to different contexts as a diplomat, mediator, etc. The terms translator training vs translator education, as proposed by Tan (2008) and Pym (2001), or vocational/professional education vs liberal education (Marais, 2008) sound less problematic.

To the practical-minded (as highlighted by Bobbit and taken up Tan, Pym, Calvo and Marais above) the emphasis is on technical accuracy, industry, skill, practical knowledge, good work habits and a strong sense of duty, which cannot be achieved without practical education. The essence and quality of education is determined by its ability to produce a labour force for the market.

On the other hand, the "culture people" argue for a more general education that gives students a broad sense of the world in which they live and enables students to unearth their full potential. Preparation for life accompanies preparation for the practical world. Adopting a strictly technical education is synonymous with restricting the learner's potential. Education is successful if it expands the potential of the individual.

> *The content of holistic education should emphasise simplicity, cooperation, human values and general knowledge more than specialised knowledge; teaching materials would be considered as tools in the service of fundamental values. Thus, the holistic approach aims to awaken and develop intuition, as well as the senses, with the strength of logic (Rachman, 2003, p. 2).*

To effectively inform curriculum design, this study juxtaposes two primary perspectives on translator education: the human capital approach (referring to the practical mind) and the human development approach (the "cultured people" mentioned above) in Section 2.2.2.1.

2.2.2.1 Translator education: A human capital perspective

Traditional approaches to translation (Hatim & Mason, 1998; Nida, 1964, 2003; Newmark, 1988; Nord 2005 and many others) primarily emphasise technical skills and the production of accurate translations. However, contemporary research, including studies by Kiraly (2000, 2005), Kelly (2005), Bowker (2016), O'Brien and Vazquez (2019), PACTE Group (2020) and Marczak and Bondarenko (2022), broaden this perspective to encompass a broader range of competencies, such as task management, interpersonal relationship skills, technology proficiency, contextual competences, the ability to manage the translation process effectively and translation problem-solving skills.

Nonetheless, much of the discussion on translation programmes and research on translator education is framed around graduate employability and curriculum alignment with the job market. For such studies (whether on students' procedural, declarative or socio-affective knowledge), the translation labour market is the reference point for designing a curriculum. This consideration underpins several translation programmes, including the EMT programme. Knowledge, therefore, becomes a commodity that must bring economic gain.

Scholars such as Gümüş (2017) advocate for a market-driven approach to setting the objectives of translation programmes. For instance, Gümüş (2017, p. 8) posits that "the main objective of university translator training programmes is to train translators for the translation market". Although Gümüş admits that not all translation graduates work as translators, he argues that the role of translation programmes in higher education institutions is to "train the labour force for the translation market" (Gümüş 2017, p. 8). Consequently, the curriculum should be aligned with the needs of the market. Gümüş argues that to enhance the quality of training and products, translator training institutions must closely interact with the translation market. This, he says, will make the institutions more aware of the demands of the market, enabling them to factor those needs into their curriculum. He concludes that rather than offer elements of market demands (what he calls "market training elements" such as ethics and work procedures of the translation profession) as individual courses, they should be incorporated seamlessly into the training.

Similarly, Albir (2007, pp. 163-195) claims that learning objectives that fit a translator's profile must be identified as a starting point for translator education. Albir argues that training should help students to develop the necessary competencies to perform well in the job market.

Translator training should make students autonomous, able to fulfil purposes and prepared for continuous or lifelong learning that can be adapted to a constantly changing world.

Although Albir attempts to cover a wide array of competencies with this categorisation, this competence-based approach makes the curriculum a checklist against which the competencies that are covered are measured. Activities are sequenced according to the competencies to be achieved. The competencies that are proposed focus on making students highly skilled translators.

In the same vein, Al-Hadithy (2015, p. 181), commenting on the context of translator education in the United Arab Emirates (UAE), raises the following questions, which he believes are critical if translation curricula want to remain relevant:

> *Can we guarantee having more qualified graduates for the challenging translation profession? Have the market demands of the UAE context found their way into translation teaching practices? Are translation students in UAE universities taught to acquire the translation qualifications that meet the market needs?*

While calling for a shift from the teacher-centred approach in translation teaching to a learner-centred approach that focuses on honing students' interpretive, subjective and intellectual competencies, Al-Hadithy suggests that tertiary-level translation programmes should ensure that their outcomes align with the requisite level of knowledge, skills and competences the market needs. Although he agrees with Tan (2008) that today's translation programs should design syllabi that build the students' "whole-person", by which he seems to refer to equipping students with skill sets that will make them successful translators. He posits that the syllabi should make students adaptable to the ever-evolving translation world and, most importantly, bridge the gap between training and industry.

Several scholars prioritise procedural knowledge that aligns with market demands. For instance, Li Defeng, a renowned researcher in translation studies, has in previous studies (Li, 2000, 2007) advocated for a curriculum that aligns with market needs and changes. Li (2000) is of the view that to improve translator training, curriculum development should be undertaken through regular and systematic assessment of the needs of both the local and international translation markets. In his 2007 study, Li seems to focus on unearthing measures that can be taken to bridge the gap between industry and training. He sought to find out the challenges new translators face and their strengths and identified the following challenges:

- Field knowledge;
- Specialised terminologies;
- Translation skills;
- Translation speed;
- Professional confidence;
- Management of translation projects;
- Collaboration with other staff;
- Summary/abstract/adaptive translation; and
- Useful sentence patterns.

Li (2007, pp. 105-133) highlights, in the same study, translation skills, language competence, translation speed, teamwork, ability to work under stress and professional confidence as some of the competences that students needed to work to acquire. All the competences listed by Li are specific to translation and the ability to succeed on the market.

King (2017), while advocating for a more liberal approach, also ultimately emphasises the importance of preparing graduates for the job market. He argues that not all translation graduates become translators. Hence, translation programmes should consider equipping students with skills that will enable them to fit into a variety of professional profiles. However, King's focus, like that of many other researchers, remains on the labour market and the career progression of translation graduates. Although King's study highlights the importance of both technical knowledge (translation skills) and generic knowledge, the latter is usually limited to translation-related competencies that students could apply to other jobs upon graduation.

Al-Hadithy (2015) and King (2017) are not the only scholars who advocate for graduate adaptability in the job market. Other scholars have called for including employability skills in the translation curriculum. Employability skills translate to developing flexibility, adaptability and entrepreneurial thinking in graduates (Rodrígues de Céspedes, 2017). In line with Rodrígues de Céspedes, Angelone (2022) emphasises the need for translation programmes to equip students with adaptive expertise, which refers to the ability to diversify services and adjust to changing market needs. Adaptability could be achieved by training competencies that could be useful in various disciplines (Li et al., 2023).

Bowker (2016), in reflecting on what she claims to be an attempt to tackle a virgin area in translator education, focuses on yet another aspect of translation competence, that is, equipping students with skills that will enable them to produce quality translations and prepare them for

the workplace. She neither makes reference to nor mentions other benefits that can be derived from pursuing higher education. While agreeing on the importance of honing students' translation skills, particularly their analytical skills, so that they can evaluate and weigh their options before committing to a translation strategy, terminology or phrase, she underscores the need for universities to pay attention to equipping students to be able to work at speed. This recommendation relates to the struggle new graduates face in meeting tight deadlines in professional settings – a prominent requirement of the translation profession. Citing empirical investigations conducted by Jensen (2001) and Campos (2005), Bowker emphasises the effect of time pressure on the cognitive processes of both professional and novice translators. She suggests that universities prepare students by practising authentic and situated learning, during which the translation skills of students are tested and improved under time pressure, which she refers to as speed training. By doing so, students are able to gain first-hand experience in the real world. Among the skills that can be honed by speed training is the ability to analyse and grasp meaning quickly, the ability to extract key ideas and structure from a text, the ability to organise ideas, and the ability to convey ideas accurately and to recognise and avoid distortion in information transfer.

In the age of technology and AI, technological competencies have become increasingly essential for translators (Wang 2022; Yang & Wang 2020). Scholars such as Kenny (2019), Biau-Gil and Pym (2006), Raído (2013), Enríquez-Raído et al. (2019), Gambier (2019) and O'Hagan (2019) argue for a curriculum that fully integrates technology into the translation process. They claim that the growing technological nature of the translation market underscores the importance of this approach. Alkhatnai (2021) emphasises the need for translators to adopt strategies that foster understanding and the need to use the latest technological tools. This proactive approach can help translators navigate unforeseen challenges, such as those posed by the COVID-19 pandemic, and thrive in the industry.

Other scholars, such as Prieto-Velasco and Fuentes-Luque (2016) and González-Davies and Raído (2018, pp. 1-11), who investigated the socio-affective aspect of translator education, have, like others cited in this discussion, prioritised preparing graduates for the job market. Their work highlights situated learning through collaborative projects involving working with authentic materials in a simulated work environment to foster teamwork and professional skills development.

2.2.2.2 Synthesis: Focus on employability and implications for translator education

Far from being exhaustive, the discussion in this section shows how the sources cited consistently address the need to equip graduates with the knowledge, practical skills and socio-affective abilities – beyond traditional linguistic competencies – necessary to succeed in the current and future translation industry. This is not to say that the scholars mentioned here have in no way linked translator education to broader society. González-Davies and Enriquez Raído's (2018) work, for instance, highlights the importance of considering broader societal factors and the specific context (authentic materials, real-world texts, collaboration with peers, etc.) of translation practice when designing effective translator education programmes. What I ask here is, to what end? In essence, these scholars prioritise the market-oriented aspects of translator education.

In Section 2.2.2.3, I will explore a counter-narrative by examining perspectives that emphasise education as a catalyst for personal and societal growth – extending beyond employability skills.

2.2.2.3 Translator education: A human development perspective

Contrary to the utilitarian view of translator education highlighted in Section 2.2.2.1, some scholars argue that the usefulness of education should not be limited to employability or skills. While the discussion in this section starts with references to scholars who primarily focus on broader education outcomes, their insights provide a foundational framework for advocating for a translator education model that not only prepares students for the market but also cultivates personal growth and a sense of civic responsibility. Taba (1962), Marope (2013), Neema-Abooki (2017), Marais (2018) and Klimkowski and Klimkowska (2021) are some of the key scholars cited in this study because of their emphasis on the human development perspective in education and translation studies.

Taba (1962), while emphasising the individuality of the educational experience and its impact, goes further to link education to the development of society. Taba laments the apparent disconnect between society and schools and the seeming unwillingness of educationists to awaken in students a collective responsibility to ensure social good. In his view, education can only contribute to social development if educationists go beyond mere rhetoric about integrating "social-moral" content into the curriculum and include

> *material and learning experiences which influence students' character, touch the very core of their personality structure, and arouse their deepest feelings. Only as an individual is taught in situations that stir feelings and loyalties can moral commitments be used to develop character (Taba, 1962, p. 46).*

In line with Taba's assertion, Rachman (2003) proposes education as a catalyst for social progress and human flourishing. He argues that education should cultivate ethical values and foster harmonious relationships between humans and their environment. This perspective aligns with a broader conception of education as a means of human development by emphasising, in addition to critical thinking, cultural understanding (which other scholars cited in Section 2.2.2.1 also highlight) and the cultivation of a sense of social responsibility.

On conceptualising translator education, Tan (2008), similar to the views of Taba (1962) and Rachman (2003), underscores the need for translation programmes to develop students holistically, even as students are trained to become translation/translator specialists. Tan posits that translation teaching is both training and education. Citing Widdowson (1984, pp. 201–212), Tan makes a clear distinction between training and education: Training seeks to equip students with a "formula" to cope with already anticipated problems, whereas education aims at developing the individual's general intellectual capacity, cognitive sets, attitudes and dispositions, which can be drawn on in any circumstance that may arise. Tan argues that translation graduates will continue to face various problems in this fast-changing world. Hence, they must have generative problem-solving abilities to handle multiple challenges independently. He criticises models of translation teaching in the People's Republic of China that see translator education as a means of building students' language skills, as well as that of universities in and outside China, such as Université Paris III, Université Rennes 2, and Université Lumière Lyon 2, which are skills-oriented. To him, these models of translation teaching are both right and wrong. They are right because translation students must be trained to master the art of translation, and wrong because translation programmes at universities must seek to educate. Translator education must combine both education and training.

To this end, Tan (2008) proposes a "whole-person education" model for translation teaching in university degree programmes. The model comprises two concepts: the "whole-person translator education" concept and the "translator-development pyramid" concept. The "whole-person education" concept aims to make students well-rounded, well-adjusted and adaptable. It is a broad-based, creativity-inspiring education, which inculcates in all who participate a sense of human values and maintains strong links with the community (Tan, 2008, p. 596). The

"translator-development pyramid" concept seeks to equip students with more general abilities in translation. According to this concept, the student, instead of being an expert in a specialised area of translation, will have "broad translation knowledge and skills", such as critical thinking and creativity, basic translation competence and techniques, as well as translator competencies, to be able to deal with infinite new challenges in translation. Tan says this can be achieved through a conscious balance between all aspects of the teaching and learning process, that is, theory vs practice, knowledge imparted, teaching techniques, types of texts and so on. With these two concepts combined in the curriculum, Tan suggests that education will foster in the individual a sense of both professional and human values necessary to contribute to societal growth.

Other researchers continue to emphasise the pivotal role of education in fostering societal progress. Marope (2013) argues that the twenty-first-century curriculum should prepare students, young and old, to contribute meaningfully to national and global development. The definition of development that is most relevant for the purpose of this study transcends economic growth and focuses on the holistic enrichment of human life and on giving people the opportunity to individually and collectively contribute to decisions that affect their lives (Fukuda-Parr & Cid-Martinez, 2019; Marais, 2018; UNDP, 2024; Westoby & Dowling, 2013). The process of development – including human development – is one that creates an environment in which people can thrive, achieve their goals and contribute meaningfully to society. Regarding education, specifically, Neema-Abooki (2017, p. 9) talks of "graduates who are individually successful, economically productive and actively engaged citizens".

Neema-Abooki (2017) echoes the thoughts of Marope (2013) and argues that education, at every level, should concern itself with identifying the kind of knowledge that people require to relate to each other and to transcend their egocentric nature and to be concerned about the goals of the society at large, instead. On the issue of egocentrism, Marais (2008, pp. 118-135) cautions that an excessive focus on employability and skills acquisition in higher education risks dehumanising individuals by reducing them to mere economic resources and creating individuals who focus only on their individual wealth creation. Instead, education should empower individuals to lead fulfilling lives and contribute meaningfully to society in various capacities. This means that students should be empowered so that, even when they become professionals, they will not only seek their own good but also the good of society. Marais (2008) and Neema-Abooki et al. (2013), like Marope, contend that professions are better understood as callings, not merely careers. To do this would require prioritising obligations to

those served, the profession's community and society at large. It is by doing so that education can contribute to development. Their argument highlights that economic empowerment and human development are not mutually exclusive, but complementary.

Marais (2018) further explores the intersection of translation studies and development studies by emphasising how translation can be used as a tool for empowerment, particularly in marginalised communities. He argues that translation has been largely overlooked as a critical factor in development processes and underscores the potential of translation to facilitate access to information, promote cultural understanding and support community-led development initiatives. However, such potential, as described by Marais (2018, pp. 95-105) can only be achieved if educationists implement classroom measures that would transform students' mindsets and attitudes and encourage individual and collective critical thinking (Klimkowski & Klimkowska, 2021, pp. 67-83). Klimkowski and Klimkowska (2021) posit that the classroom experience must be engineered in such a way as to create an environment in which students can expand their imaginations and abilities to solve problems.

The theory of the human development concept of translator can be summarised in the words of Tan (2008, p. 605):

> *Real success for a university translation programme lies in its full recognition that translation teaching at the tertiary level is neither training alone nor education in abstraction, but it is both training and education. For its aims and objectives are to turn out students who are not only equipped with enhanced translation skills and techniques, but also have all the makings of a cultured, whole person, qualified to serve society both as a translation/translation specialist and as an innovative person.*

The scholars mentioned in this section link education not only to the individual's economic empowerment but also to society's development. For them, translator education should equip students with the ability to contribute to a larger society to complement their preparation for the job market.

2.2.2.4 Synthesis and implications

As can be seen from the discussion thus far, most scholars cited in this study position their work between translation studies and development studies. I showed that the focus of many studies on translator education and translation programmes has been quite narrow, as they mostly emphasise the translation process and competencies that prioritise the job market's needs (as demonstrated in Section 2.2.2.1). The knowledge economy, for which knowledge is

synonymous with the ability to produce, has led to an overemphasis on aligning curriculum with market demands; this is evidenced by the literature. Translation scholars trying to break away from this trend have not gone beyond translation-related professions. In addition to the ability to provide very good translation, scholars add that, to survive on the market, translators should possess interpersonal skills and attitudes; some also suggest that a student must be perfectly ready to work as a professional translator after school.

In the discussion that presented both perspectives on the value of translator education, I showed that much of the work on translator education emphasises employability. I would like to build on these approaches by proposing a curriculum that is underpinned by the human development perspective – built on the HCA (see Section 2.3) – that will equip students with declarative knowledge so that they can understand how to do things; with procedural knowledge that will help them to know what to do; and socio-affective knowledge that allows them to interact with others and promotes their individual growth and that of society. The HCA offers a valuable framework for understanding both the educational process and the societal benefits of education (Rajapakse, 2016). This study, which was conducted in a "developing country", aims to contribute to the growing body of research that advocates for a broader perspective on the purpose of translation education. Specifically, it explores how translation students can be equipped with a stronger sense of civic engagement, among other skills.

This section discussed how various perspectives on the value of education shape translator education. These perspectives can be categorised broadly into two: human capital and human development perspectives. Section 2.2.3 will delve into two prominent approaches to translation pedagogy and practice: the complexity perspective and the progressive approach. Examining these two perspectives will provide insights into how they influence curriculum design for translator education.

2.2.3 Translation pedagogy and profession: Progressive and complexity perspectives

The debate on the integration of various elements in translation pedagogy exemplifies a key consideration in curriculum design. This section will explore the complexity and progressive perspectives on this topic and their implications for translator education.

2.2.3.1 Complexity perspective

Kiraly (2000, 2012) presents a complexity perspective of translation and the translation profession by suggesting that the translation process and profession comprise several self-

similar elements and that their full nature cannot be grasped by the rote learning of rules that apply to specific kinds of phrases/words in the classroom. He views translation as an emergent process that is influenced by the dynamic interplay of factors, including linguistic, cultural, cognitive and contextual elements (Kiraly, 2013). According to Kiraly, knowledge that is acquired today and in a different context may be applied to a different context, but not in the same way. Consequently, the translator is faced with a myriad of options that need to be weighed in order to meet the needs of the reader, and the way this is achieved is not carved in stone. This demand makes it essential for students to possess skills and competencies that empower them to handle new projects of varying difficulty. For Kiraly, students learn to surmount such situations by acting and translating authentic, complex projects. The goal of learning would be to produce independent thinking and problem-solving translators who can thrive in the world beyond the classroom.

Kiraly proposes a project-based approach that describes translator education as a sequence of complex projects through which students are guided to autonomy. In Kiraly's view, students should work on real translation projects sanctioned by real clients right from the start. Students must be placed in a situation that requires them to identify the competencies they need to complete the project. Projects should be taken as a whole, not as parts, because the latter will prevent students from creating the links that teachers expect. In this view, the curriculum should not contain a list of "content" to be "covered" but should instead consider real-life activities and the emergent purposes of the learner as its starting point.

Extending his argument further, Kiraly, in his 2015 study, critiques task-based/competence-based approaches as "transmissionist" and argues that they often prioritise teacher-driven content selection and predetermined competencies. This approach can limit the ability of the curriculum to fully reflect the complexities of real-world translation scenarios.

Similarly, del Mar Haro-Soler and Kiraly (2019) argue that knowledge and student empowerment emerge from a dynamic and chaotic learning environment. In contrast to traditional, teacher-centred approaches that prioritise structure and conformity, they emphasise the importance of creating space for exploration, creativity and critical thinking. While some structure is necessary, excessive rigidity can hinder students' confidence and imagination. This perspective highlights the need to balance structure and flexibility in translator education and provide both guided learning and opportunities for independent exploration.

While King (2017) agrees with the emphasis of del Mar Haro-Soler and Kiraly on a complexity perspective, his focus is specifically on the translation profession rather than pedagogy. He challenges the traditional linear progression narrative of the translation profession by emphasising its dynamic and unpredictable nature instead. However, while Kiraly focuses on the complexity of the profession itself, King emphasises the chaotic and unpredictable elements of career progression. King (2017) states that instead of the generally held linear progression of a graduate's career – graduating, entering the market, working as a practitioner – the translation graduate's career development is not linear but involves a progression through various stages. He describes the progression as chaotic and influenced by chance, opportunity and changes in circumstance.

2.2.3.2 Progressive perspective

In advocating for a progressive approach to translation pedagogy and practice, scholars such as Calvo (2015) and del Mar Haro-Soler (2017) emphasise the gradual introduction of tasks as a means to develop specific skills and foster overall competence. This approach breaks the whole into parts, and the teacher chooses texts that match the students' competence levels. Gradually, students' progress towards the desired expert profile. This approach, they argue, allows for progression and building confidence and expertise over time.

Calvo (2015) underscores the importance of communities of practice for producing knowledge and posits that novice members of the community of practice should initially carry out simpler, low-risk tasks and gradually move towards more complicated tasks as they gain mastery. Calvo argues that simulating the outside world in the classroom helps choose texts that match the student's learning stage and provide a better scaffolding opportunity. In contrast to Kiraly's project-based approach, these scholars propose a task-based approach that identifies and focuses on specific problems or skills at a time and where all tasks or elements are geared towards achieving the learning outcome. Some studies, employing either quantitative or qualitative research methods, underscore the effectiveness of a task-based approach in translator pedagogy (Alenezi, 2020; Inoue & Candlin, 2015; Li, 2013; Muluneh, 2018; Stankić & Begonja, 2021).

Other researchers propose scaffolding as a means to introduce students to the complexity of the translation world. Introduced in 1976 by Wood et al. to demonstrate how to support children's learning, the concept of scaffolding has been adopted by several scholars in different fields, including translation studies. While advocating for a progressive approach to translation

pedagogy, such scholars, in contrast to Calvo (2015) and del Mar Haro-Soler (2017), argue for challenging students from the start. They suggest introducing students to difficult texts from the outset, initially providing ample support and gradually reducing guidance as students develop their skills. For instance, Nord (1994) posits that it would be wise for the translation teacher to start the learning process by asking students to translate texts a professional translator would be asked to translate rather than consciously giving them texts that are deemed simple. Although Nord's assertion appears to lean more towards the complexity perspective, she elaborates on this perspective in her 2000 study. Nord concedes that rather than increasing the difficulty of the text as a way of monitoring learning progression, the progression can be monitored by increasing the parameters of the translation task, such as the time limit, translation aids and level of accuracy demanded. However, to avoid students feeling that they are failing, Nord recommends that students' level of competence must be considered when selecting the source text.

In this task-based/project-based debate, González-Davies and Enríquez-Raído (2016), with their situated learning approach, emphasise both forms of activities as valuable for the translator's learning but underscore the need to implement pedagogical procedures that facilitate students' transition into the professional world. Such pedagogical procedures include scaffolding.

Other studies, though not directly linked to translation, support the use of scaffolding in learning and argue that it helps students tackle much more "sophisticated tasks" than they would have been able to do without support (Davis, 2015, p. 845). For instance, Vanbaelen and Harrison (2019) explain how, through scaffolded topics, scaffolded class materials and scaffolded feedback, undergraduate students learning English as a second language at a private Japanese university were able to improve their paragraph writing skills in just 10 weeks, despite years of previous English exposure. Other scholars in favour of scaffolding include Gibbons (2002), Davis (2015), Taber (2018) and Muluneh (2018).

I believe that the complexity and progressive perspectives can be combined in translator education. Nord's (2000) approach offers a promising framework for integrating these perspectives. Section 2.2.3.3 will discuss the implications of complexity and progressive perspectives for curriculum design.

2.2.3.3 Implications of the complexity and progressive perspectives for translator education and practice

A curriculum that is informed by the complexity perspective would emphasise critical thinking, problem-solving and adaptability. It would also move beyond rote learning rules and guidelines to foster a deeper understanding of the multifaceted nature of translation. In terms of pedagogical approaches, such a curriculum will employ project-based learning, case studies and simulations and focus on creating authentic learning environments that mirror the complexities of real-world translations.

In contrast, a curriculum that adopts a progressive approach would emphasise starting with simpler tasks and gradually introducing more complex challenges and assignments. Such a curriculum would focus on encouraging students to build their skills and confidence gradually and would avoid overwhelming students with difficult tasks too early on. Consequently, initial assessments may focus on basic skills, and later assessments would evaluate more advanced competencies.

The aim of presenting these two perspectives is not to choose one over the other but to highlight how such perspective could impact the translation curriculum and pedagogy. This leads me to discuss other learning theories and their potential influence on translation pedagogy.

2.2.4 The translation classroom

Theories about learning have, over the years, influenced translation pedagogy and continue to do so. These concepts originate primarily from psychology and have transcended into education. What we know and think about how learning takes place has a tremendous impact on several curriculum decisions taken in the classroom. As stated in Section 2.2.1.4, a curriculum includes all the experiences provided to students by educational institutions, including classroom activities. How we believe knowledge is acquired or capacities developed will determine how activities in the classroom are conducted (Taba, 1962, p. 77). Theories of learning, such as behaviourism, constructivism and socio-constructivism, all influence classroom learning. Learning approaches such as enactive, situated and collaborative learning stem from such theories.

In this section, I will give a brief overview of three major learning theories (behaviourism, constructivism and socio-constructivism). I will then explore how these theories are applied in the classroom. This section sets the tone for understanding how instructional interventions can

affect the acquisition and evolution of translators' competencies and capabilities (Kiraly, 2013).

2.2.4.1 Learning as a behavioural, personal or social construct

I will commence this section by briefly describing three learning theories (behaviourism, constructivism and socio-constructivism) that continue to shape the thinking of translation scholars and educators.

Behaviourism, as propounded by John Watson, is based on the proposition that what organisms do should be considered as behaviours. Skinner believed that education should be centred on behaviour and that behaviours should be controlled to ensure they are positive. Through positive and negative reinforcement, educators and people in positions transmit already-established knowledge that is deemed correct to students. Knowledge is meant to be given and received, passed from one person to another. This theorisation characterises the learner as an empty vessel ready to be filled. The learner is seen as the recipient of knowledge and reinforcement, while the educator is the transmitter of knowledge. According to behaviourism, all human beings should behave in the same way, according to universal standards of behaviour.

Constructivism: Jean Piaget, a pioneer of constructivism, posits that students actively construct knowledge. Unlike behaviourists, who view students as passive recipients of knowledge, constructivists believe that individuals build meaning through engagement with the world (experiments, real-world problem-solving). This means that, even if knowledge is received passively, understanding cannot be achieved in the same way. It is only by connecting previous knowledge to new knowledge that a learner can construct meaning. Constructivism underscores the personal nature of meaning-making and recognises that students actively construct their own meaning.

Socio-constructivism: In contrast to the behaviourist theory and similar to the constructive theory, socio-constructivism is based on the proposition that learning occurs through interaction. Vygotsky is widely regarded as the father of socio-constructivism. Vygotsky believed that students learn better if they are allowed to explore by themselves under the guidance of an educator. Socio-constructivism in education, like constructivism, encourages the active participation of students in the learning process through talking, writing, interaction and problem-solving; for instance, working to solve a problem in society. Students construct knowledge as they interact with teachers and others in the community. Teachers play the role

of mediators and collaborators in the process of producing knowledge, while students are active and co-responsible for their own and others' learning processes. Like Dewey, Vygotsky believed that human beings are unique; in these differences between people, Vygotsky saw opportunities for collective growth. The strengths and weaknesses of each individual are complementary in constructing knowledge. Knowledge is emergent through collaboration. In contrast to constructivism, socio-constructivism posits that learning precedes human development because it pushes human development to the zone of proximal development.

These learning theories inform, to a large extent, what educationists do and how. For instance, the task-based approach of Calvo (2015) is primarily influenced by the constructivist theory, albeit with some aspects of socio-constructivism, whereas Kiraly's (2012) project-based socio-constructivist approach, González-Davies' (2004) socio-constructivist and humanistic approach, and González-Davies and Enriquez Raído's (2016) situated learning approach are socio-constructivist in nature.

I will now delve into the works of prominent scholars who have written extensively on the teaching and learning of translation. By examining their perspectives, I will investigate how the three theories discussed above may have shaped their thoughts on translation pedagogy and how these theories apply to teaching translation in the classroom.

2.2.4.2 The translation classroom: A manifestation of learning theories

Classroom practices play a determining role in the success of an entire programme and can either foster or hinder vital capabilities. It is, therefore, important for teachers to be aware of how they contribute to defining the future of the students they guide. For instance, in the world today, creativity and autonomy are considered vital for individuals if they are to keep up with the ever-changing needs of society. These skills can be developed through enhancing self-concept and independent thinking. Yet, because schools value conformity and uniformity of thought, the contrary may happen.

Schooling seems to contribute very little to the development of creativity and autonomy (Sawyer, 2015). Teachers are usually blamed for this situation, either because they insist on their students being docile, or because teachers lack the requisite training or support to implement activities that foster creative thinking and autonomy (Sawyer, 2015; Taba, 1962). Therefore, the teaching approach adopted by educators is crucial for fostering creativity and autonomy in students. González-Davies (2004) and González-Davies and Enriquez Raído

(2016) distinguish three main approaches to teaching, which also apply to the translation classroom:

Transmissionist: This approach is a traditional, product-oriented and teacher-centred learning context in which a predetermined syllabus includes model translations that are singled out to be received by unquestioning students who are instructed to "read and translate".

Transactional: This approach is a step towards empowering the students and is based on cooperative learning. It provides for group work and interaction, but the teacher still determines the syllabus and holds the final answer to the problems set in the activities.

Transformationist: This is a student and learning-centred context that focuses on collaborative study and exploration of the translation process, with the teacher acting as a guide. With this approach, procedures that bridge academic and professional extramural practice are pivotal. As the translation projects mirror real life, or very nearly so (as in mock conferences), teachers, to a certain extent, learn alongside students, as teachers cannot foresee all the problems that may arise and, so, have to leave room for the unexpected in the syllabus.

In many translation classrooms, the transmissionist approach to teaching seems to be the most preferred teaching strategy. It is a teacher-centred teaching approach that has been widely used for several years (Kiraly 2005), possibly because translation teachers find it more practicable and because the approach corresponds with deep-rooted theoretical learning theories (Kiraly, 2005). According to Nord (1996), the transmissionist translation classroom is characterised by the phrase "who takes another sentence?" González-Davies (2004) calls this approach read and translate, while Kiraly (2005) also refers to it as the who'll take the next sentence (WTNS) approach. In this approach, the teacher asks students to volunteer or assigns the translation of a fragment of a text. Students propose a translation for the fragment, which is then judged by the teacher in terms of its accuracy. The teacher then provides the correct translation. This approach makes the teacher a repository of knowledge who transfers the knowledge to the students and the students are assimilators of the transferred knowledge. This practice prevents students from experiencing the real world of the translation profession and, ultimately, hinders their ability to become autonomous, flexible critical thinkers and problem-solvers and impedes the development of their cognitive and metacognitive abilities (Kiraly, 2000). González-Davies (2004), Kiraly (2000, 2005, 2015), Klimkowski (2015) and other scholars affirm that the transmissionist classroom imposes a barrier between the teacher and students. The learner becomes dependent on the teacher, who serves as the source of knowledge.

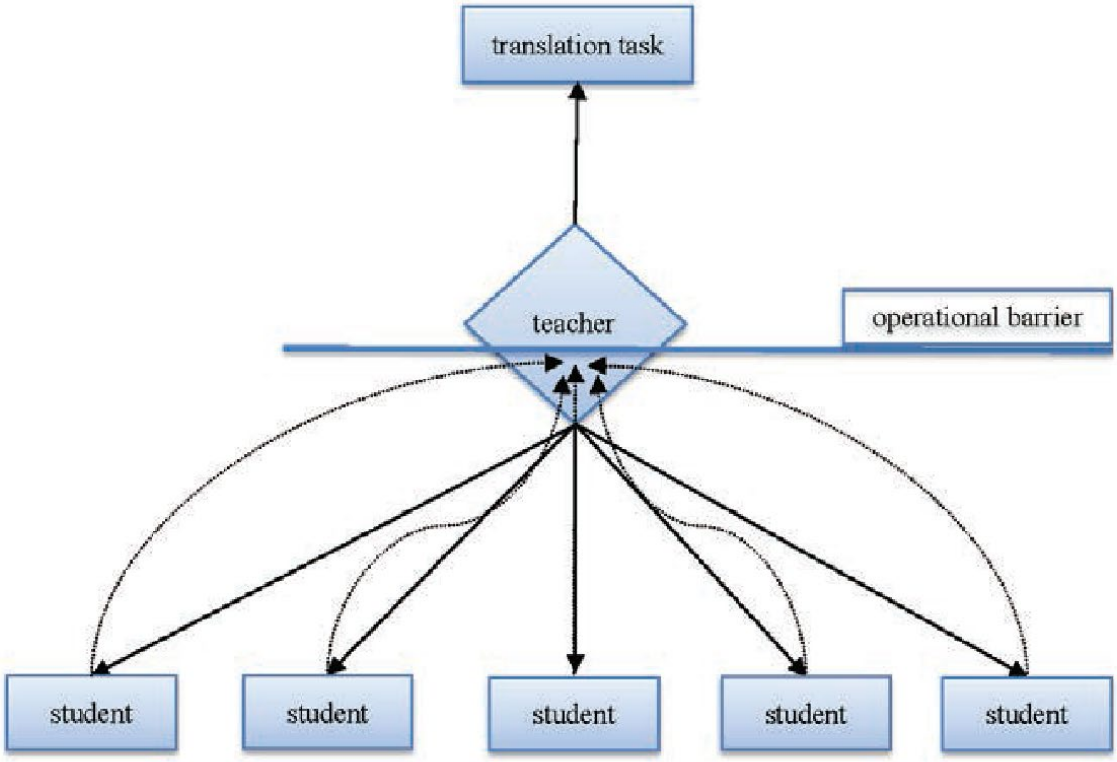

Figure 2.1: Graphic representation of the transmissionist classroom (based on Kiraly [2000], Klaudy [1996], Nord [1996] and Pagano [1994])

The teacher's actions prevent students from realising the translation task because the final version is determined by the teacher – represented in Figure 2.1 as "operational barrier" (Klimkowski, 2015). Kiraly (2000, 2012, 2015) reports that this approach presents the world and the profession of the translator as "mechanistic", "well-ordered", and "predictable", thus hindering students' ability to apply complex reflective actions to the ever-changing situations they face in real life.

Although the transmissionist approach is generally used in the translation classroom (Wang & Wang, 2021), it is difficult to find a study that recommends it as the only approach to use. In view of the many challenges it poses for enhancing the capabilities of students, several studies on translation teaching propose innovative ways of teaching translation, particularly using strategies and techniques that guarantee student empowerment. Albir (2007), like Kiraly (2012, 2016) and other researchers affirm that learning takes place better when students take charge of their own learning.

On the basis of the socio-constructivist learning theory, Kiraly (2000, 2012, 2016) proposes a collaborative, authentic, project-based approach in which students work on authentic projects and are part of communities of practice that construct knowledge together. The student becomes an active participant in the learning process, and knowledge emerges as the student collaborates with the community of practice. The enactive learning technique proposed by Kiraly and supported by Calvo (2015) and the situated learning approach of González-Davies (2004) and González-Davies and Enriquez Raído (2016) focuses on learning by doing or action and by interacting with others. Klimkowski (2015) calls for a shared classroom in which there is a blend of a formal curriculum and a non-formal curriculum. A shared classroom is one in which there is interaction between the student and the teacher, and other translation and interpreting education stakeholders through "empowering, effective communication strategies" (Klimkowski, 2015, p. 281) around the translation task to be accomplished, with assessment being a shared responsibility and the goal being to develop students' potential to the maximum, without undermining the teacher's role as a facilitator. This classroom, as Klimkowski suggests, is not limited to students and teachers but is open to a variety of professionals who can share their academic and professional trajectories with students as a way to bridge the gap between the classroom and the real world.

In all the teaching techniques proposed by these socio-constructivists, the role of the teacher is to guide, facilitate and scaffold instead of being in charge, in control, of every moment. Klimkowski and Klimkowska (2021) seem to circumvent the authentic vs simulated project debate between Calvo (2015) and Kiraly (see Section 2.2.3.) by recommending design thinking as an effective methodology to harness the creativity and innovation of students. In the classroom, the moderator (teacher) introduces a problem relative to the translation career, students ask themselves further questions around the issue to appreciate the problem better and brainstorm in groups to find a solution to the problem from different perspectives. Students are encouraged to explore new, creative ways of handling challenges related to the profession. This approach uses teamwork as a springboard to introduce aspects of the formal translation curriculum that would otherwise have passed under the radar. It is a reflexive exercise that enables translation students to strengthen not only their creative, teamwork and problem-solving capacities, but also transform their "mindsets, attitudes, norms and action" (Klimkowski & Klimkowska, 2021, p. 157), thereby preparing translation students for lifelong learning. Klimkowski and Klimkowska (2021) warn that this approach is more likely to be adopted by teachers who apply the constructivist approach, rather than the instructional

approach. In my opinion, the pedagogical approach proposed by Klimkowski and Klimkowska (2021) does not seem applicable to practical translation tasks.

Having examined various theoretical perspectives on translator education, such as human capital, human development, complexity, progressive, behaviourist, constructivist and socio-constructive perspectives, and their implications for translation curriculum, I will now turn to the broader contextual factors that influence curriculum design. Section 2.2.5 will, therefore, explore the societal, cultural, technological and market forces that shape the landscape of curriculum in general and, by extension, translation curriculum and education. This section is crucial for this study because it contextualises the theoretical perspectives discussed in Sections 2.2.2 and 2.2.3, as well as the discussion in Chapter 4.

2.2.5 Role of context in curriculum design

Based on the review of the literature on curriculum design, a comprehensive analysis of cultural, economic and socio-political factors is essential for informing effective curriculum design. Taba (1962), a pioneer in curriculum design, and Kress (2000) emphasise the role of context in determining education objectives, content selection and learning activities.

A historical examination of curriculum development reveals the dynamic nature of education, as curriculum is continuously adapted to societal changes to remain relevant (Plate, 2012). The COVID-19 pandemic is a stark example of how external events can necessitate curriculum adjustments.

Global trends and demands exert significant influence on education in general, and translator curricula are no exception. For instance, economic demands for knowledge and technology that promote growth fuel the demand for specific skills (Kress, 2000; Marope, 2013). The increase in the volume of work and demands for qualified translators with knowledge of technologies have led to rapid changes and developments in the field of translation. Current economic conditions require students to be equipped with not only linguistic and cultural skills but also IT (information technology), marketing, and problem-solving skills. Technological advancements have engendered innovations such as CAT (computer-assisted translation) and machine translation tools (Tan, 2008); translators in one part of the world can translate for clients in another part without having to travel. Technology is required if a translator is to take on such global opportunities. For students to remain relevant and prepare graduates for international opportunities, translator programmes must incorporate new technologies and

pedagogical models (Albir, 2007). Plate (2012), for his part, underscores how a significant increase in the global population over a decade compelled adaptation and a shift from a linear or fragmented approach to a systems-oriented curriculum that considers social issues throughout the design and learning process.

In addition to global factors, scholars highlight how local/national-specific needs do and should inform curriculum. Saban (2021) argues that although global trends may seem general in nature, they affect societies and countries differently. Hence, adaptation measures may be similar and yet different (Kress, 2000). An effective curriculum must, therefore, not seek to align with an ideal or a global model alone but also take into account the local context, which includes local history, values, affordances (Van Lier, 1998, 2000, 2004) and constraints (Calvo, 2015; González-Davies & Enriquez Raído, 2018; Kress, 2000; Marais, 2011). In this regard, a curriculum model must be contextually relevant by acknowledging that reality is often dynamic and unpredictable (Calvo, 2015; Neema-Abooki, 2017). Bearing this in mind, institutions must endeavour to create their own, or at least adapt to their own contexts, rather than selecting a model because it is new and appears effective. The solutions and adaptations of the curriculum must be based on the real needs of a country or society. While efforts may be made at standardising translator education to meet the ever-evolving demands of society, with a major need being the EMT programme that brings together 61 institutions across 21 countries, elements of non-material heritage, such as traditions, beliefs, values, language spoken, migration pattern and the needs and aspiration of the population (Rachman, 2003) can still influence individual curricula. This claim is highlighted by a comparative study of the curricula of postgraduate translation programmes in mainland China, Hong Kong and the Kingdom of Saudi Arabia undertaken by Afzaal (2021), which focused on the pedagogical approaches and instructional variations in the three regions. The study found variations in the place of theory in curricula, the use of translation-related technology and academic dissertation requirements. These variations are attributed, in part, to the socio-cultural background of a country: Countries with a long history and connection with the translation industry seemed to have more systematic and sophisticated curricula than others. Against this backdrop, Marais (2011, 2014) advocates for the contextualisation of translation studies, particularly in Africa, if translation scholars in Africa want to contribute to its development. He argues that translation programmes in Africa must redirect their focus to developmental factors that affect the continent rather than applying what is practised in the West (Tymoczko, 2007).

Based on my professional experience, I believe the mere geographical location of an institution has an influence on its curriculum. For instance, an institution that is in close proximity to aeronautic companies is likely to place more emphasis on texts relating to this field than an institution that finds itself near the headquarters of the European Union. Also, the language pairs for which training is offered are influenced by the geographical location of the programme, as alluded to by Rachman (2003). For instance, in the case of Ghana, an English-speaking country that is surrounded by French-speaking countries, the language pair for translation programmes is generally French and English. However, in a town such as Strasbourg, France, near the border with Germany and which hosts the European Union, the working language options feature almost all the official languages of the European Union.

Li (2000, pp. 289-299) adds that learner needs are a factor that could influence curriculum. Some translator training institutions conduct needs assessments in a bid to identify the real needs of students and provide training that is relevant to them. Li (2000, p. 290) defines needs assessment as:

> *a tool that examines, from the perspective of the translation learner, what kinds of translational competence the learner believes she already has, the translation contexts in which the translator lives and works; what the translation learner wants and needs to know to function in those contexts; and what the translation learner expects to gain from the instructional programme or a particular course. Second, needs assessment is a decision-making process of ordering and prioritisation of translation students' needs when they are clearly defined, thus influencing programme innovation, curriculum design, materials selection, and teaching approaches.*

Obviously, programmes that reflect the information gathered from a needs assessment will adopt a different approach to curriculum content and teaching methods and materials than one that does not.

Community beliefs and perceptions can significantly influence a curriculum for translation education. A study on translation programmes in mainland China (Li, 2002), for example, found that translation programmes focused more on language learning rather than translation learning. The vast majority of undergraduate translation students in Hong Kong did not enrol in translation programmes to become translators, but because they valued bilingual competencies, they could acquire on the programme. Hence, faced with the language focus of programmes, the students expressed the need for more language training. This example

demonstrates how societal beliefs and expectations can shape curriculum priorities and influence the outcomes of translator training.

A study by Torres-Simón and Pym (2017) reflects the influence of country-specific standards and requirements on various curricula. Countries with less stringent regulations often exhibit greater diversity in programme design. In addition to national standards, local traditions can also shape curricula. For instance, while research work may be optional in some countries, it may be mandatory in others.

Beyond the national context, Brady (1995) emphasises the significant impact of institutional factors on curriculum design by arguing that even nationally mandated curricula are often adapted by teachers and institutions to meet their specific needs and circumstances. Torres-Simón and Pym (2017) corroborate this claim by highlighting the influence of institutional settings on translator education programmes. Their study found that university-based EMT programmes had relatively more theory than programmes in other settings. Over 80% of the EMT programmes offered theory courses, and 90% included research, despite the absence of such competencies in the EMT model (which is primarily focused on training professionals for the market). Torres-Simón and Pym (2017) attribute this phenomenon to academic institutions running the programmes. Furthermore, they argue that institutional requirements, such as programme length, can also affect aspects such as internships.

Given the multifaceted nature of curriculum design, it is logical that various socio-political factors influence translator education. These factors, including geographical location, language, institutional requirements, community beliefs and stakeholder perspectives, collectively contribute to the diversity of programmes across different contexts. This literature review establishes a foundation for investigating the constraints and affordances that have shaped translator education in Ghana, in response to RQ 1.1.

I will now delve deeper into the discussion of stakeholder involvement in curriculum design, as doing so is crucial for answering RQ 1.3.

2.2.6 Stakeholder agency in curriculum design

The curriculum design process, as shown in Sections 2.2.2–2.2.5, entails several factors, which may vary depending on the socio-political context and on philosophies, which are not always a given. Another key area of debate in curriculum design is the question of stakeholder involvement. While some scholars advocate for the expertise of curriculum specialists, others

emphasise the importance of amplifying the voices of diverse stakeholders. The definition of stakeholders can vary, with some scholars adopting a broader perspective that includes clients and the public.

Bobbitt, in his seminal work (1918, p. 43), argues that the first step of designing a curriculum:

> *is to discover the total range of habits, skills, abilities, forms of thought, valuations, ambitions, etc., that its members need for the effective performance of their vocational labours; likewise, the total range needed for their civic activities; their health activities; their recreations, their language; their parental, religious, and general social activities.*

For Bobbitt, the responsibility of identifying skills and abilities that will form the basis of the education goals lies with a specialist, referred to as "curriculum discoverer". With a notebook and pencil, the specialist(s) engages with a specific discipline, talks to professionals, observes them and discovers the knowledge needed. Bobbitt's assertion limits the responsibility of designing a curriculum to the specialist(s). Bobbitt's claim seems to suggest a top-down approach, according to which the curriculum is designed by national authorities.

In contrast, Li (2000, pp. 289-299) proposes a bottom-up approach that seeks out the views of students. According to Li, student involvement is critical if translation institutions want to remain attractive to and meet the needs of students. Yet, the design of curricula of many translation programmes is not based on the needs of students, as it should be, but rather on "the academics' in-house theorising and philosophising, based on their own experiences of learning languages and translation and on their particular beliefs about the teaching of translation" (Li, 2000, p. 128). Other studies (Li, 2002; Shahri & Farimani, 2016) found that if the voices of students are not taken into account, there is usually a gap between what the students want and what is offered, which demotivates students. Li (2002), who is in favour of a student-centred curriculum, is of the view that learning is more effective when students are involved in developing learning objectives for themselves that are in line with their needs.

Alsubaie (2016, pp.106-107), for his part, posits that teachers' opinions and ideas should be incorporated into the curriculum for development because teachers are the implementers of the curriculum and have first-hand knowledge of what goes on in the classroom. According to Alsubaie, teachers can contribute collaboratively and effectively by working with curriculum development teams and specialists to arrange and compose material, textbooks and content. Teacher involvement in the process of curriculum development is important for aligning content of curriculum with student needs. Alsubaie argues that, despite the very pivotal role

teachers play in bringing life to the curriculum, teachers are, in some cases, not qualified and lack the necessary skills to participate in curriculum development. Consequently, it is difficult for teachers to participate in the process. Nevertheless, one sure way to improve student learning is to actively involve teachers in the design process; those who lack the requisite skills should be provided with appropriate knowledge and skills to help them effectively contribute to the curriculum development operation.

Li (2000, 2007), Klimkowski (2015), and Gümüş (2017, p. 8) specify that all stakeholders of translator education must be involved in matters concerning training. The stakeholders of translator training are not limited to trainers and students, but include administrators of translation services, employers, graduates and professional associations; Li (2000) even adds users of translation services. By covering this broad base of stakeholders, translation programmes will be better placed to identify the real societal and market needs of and for translators and help translation graduates navigate the complex relationship between academia and the rest of the world.

Hussain et al. (2011) and Marope (2013) share the views of Li and Gümüş and acknowledge that a credible curriculum process must be inclusive and consultative and must garner the support of a broad base of stakeholders. Stakeholders must have a sense of ownership towards the process. Because curricula have a telling effect on the future of individuals, Marope highlights the need for the consultation to cover all levels, from professional/specialist to local and national to global representatives. To the list of stakeholders mentioned, Marope adds development specialists because curricula have the potential to contribute to national development.

While Hussain et al. (2011), like Marope, propose a horizontal approach to broad-based consultation, they advocate for the curriculum to be sanctioned by a group of experts. The idea of having a horizontal approach to curriculum design as suggested by Li (2000, 2002), Shahri and Farimani (2016) and Alsubaie (2016) was taken up by Saban (2021), who emphasises that curriculum designers should be persons who are actively involved in the education process and can understand and recognise curriculum problems. Although Saban does not explicitly mention the persons referred to here, we can assume that he refers to teachers, university administrators and students. If my assumption is correct, then his claim excludes global stakeholders, as recommended by Marope (2013) and the other stakeholders suggested by Li (2000, 2007), Klimkowski (2015) and Gümüş (2017, p. 8). Doing so would, in my view, be

limiting, and risks producing a curriculum that does not meet the needs of industry, society and the international world. Because it uses the framework of the HCA, this study adopted the broad consultation suggested by Li (2000, 2007), Klimkowski (2015) and Gümüş (2017, p. 8).

In this first part of Chapter 2, I described various perspectives on the value of education, translation pedagogy and three learning theories. These perspectives collectively inform my understanding of how curriculum design can shape translator education. In Section 2.3, I will explore the HCA as a theoretical framework, starting with a brief overview and definition of core concepts. I will then examine how the HCA can guide the analysis and development of translation programmes, to produce graduates who are empowered to flourish in the translation field and beyond.

2.3 HUMAN CAPABILITIES APPROACH

There are several approaches to translation pedagogy and curriculum, in general, some of which focus on graduate declarative, procedural and socio-affective knowledge (see Sections 2.2.2.1 and 2.2.2.2). All these approaches have contributed to shaping translator education and have contributed to a paradigm shift from teacher-centred to learner-centred education. The HCA takes the discussion further, by investigating what governments and institutions are willing to invest in education. This section will discuss the implications of the HCA for translator education, and set the tone for the data analysis to follow in Chapter 4. Hence, this section does not provide a comprehensive overview of the HCA. It will commence with a brief overview of the HCA and the definition and explanation of some of the key concepts. I will highlight important considerations in the application of the HCA, with a focus on education and translator education.

2.3.1 Core concepts of the human capabilities approach

The HCA, which underpins this study, was first articulated by Amartya Sen in the 1980s and developed further by Martha Nussbaum in the early 2000s. It provides a multidimensional normative framework for assessing what people can be or do. The approach also provides a framework for guiding policies and social arrangements to remove obstacles that prevent people from achieving and living the lives they have reason to value (Alkire, 2008). Unlike traditional approaches that focus solely on resources and goods, the HCA emphasises the ability of individuals to achieve desired outcomes (beings and doings). The HCA shifts the

focus from means (resources and goods) to ends (what people can do and be) arguing that resources alone cannot guarantee meaningful outcomes. This approach has been influential in shaping development policies and assessments, including the Human Development Index.

Central to the HCA is expanding the capabilities people can choose from based on what they find valuable (Nussbaum, 2011). Key concepts within the HCA framework include the following:

Agency: The ability to make choices and pursue goals. An agent is "someone who acts and brings about change, and whose achievements can be judged in terms of her own values and objectives, whether or not we assess them in terms of some external criteria as well" (Sen, 1999, p. 19). Sen's concept of agency emphasises the importance of individuals being active participants in their own development. This shift away from a top-down approach acknowledges that development is not merely an outcome imposed on people but rather a process in which individuals play a central role. Human development should be evaluated according to individuals, opportunities and ability to exercise agency and make choices (Kuhumba, 2018).

Capabilities: Capabilities refer to the ability to achieve (Sen, 1993a) or "the substantive freedoms a person enjoys leading the kind of life he or she has reason to value" (Sen, 1999, p. 87). In simpler terms, capabilities refer to the "alternative lives open" to a person (Gasper, 2017, p. 9) or the opportunities to achieve beings and doings (Robeyns & Byskov, 2023).

Functionings: In contrast, functionings are what a person is able to do or be: a person's achievements (Sen, 1985a).

The HCA has evolved from a development theory into a broader framework for evaluating social arrangements. It has been applied to assess issues such as gender equality, education policies and institutions and social justice. However, there is considerable confusion about the definition and scope of capabilities. Some scholars (Gasper, 2017; Nussbaum, 2000) argue for a narrow definition that focuses on specific achievements or outcomes (for instance, being able to read, write or have good health). In this case, capabilities represent the potential outcomes or achievements that individuals can realise through their choices and circumstances. Capabilities encompass the freedom to do or be certain things, such as being well-nourished, educated or able to travel. However, this perspective, in my view, creates confusion between capabilities and functioning.

Others advocate for a broader definition of capabilities, viewing them as the freedom to achieve different states of being. This perspective distinguishes between outcomes (what people actually achieve) and opportunities (the freedom to pursue those outcomes). While Sen initially defined capabilities as "combinations of functionings" (Sen, 1999, p. 14), his works (1985a, 1985b, 1999, p. 87, 2002) align with this broader perspective by emphasising them as real, substantive freedoms to achieve desired outcomes, unhindered by obstacles. This perspective, adopted by contemporary scholars such as Hoffman (2006), Deneulin (2014), Kuhumba (2018), and Robeyns and Byskov (2023), contrasts capabilities with mere formal rights and freedom, which may not guarantee actual opportunities. This study adopted this broader perspective, as it provides a clearer and more straightforward understanding of capabilities.

While functionings (outcomes) are important in the HCA, the approach prioritises the substantive freedom or opportunities that enable individuals to achieve those outcomes (Fukuda-Parr & Cid-Martinez 2019). The HCA also considers that the ability to convert resources and public goods into functionings depends on various factors, including personal, socio-political and environmental conditions. In the capability literature, these factors are known as conversion factors (Binder, 2009, 2019). By focusing on capabilities, the HCA recognises the importance of individual agency, social context and the creation of enabling environments for human development (Robeyns, 2017).

In terms of the scope of capabilities, Sen believes that capabilities needed for agency and well-being are contextual and must be determined by people for themselves. Thus, he does not provide a specific list. In contrast, Nussbaum (2000) outlines 10 capabilities considered to be synonymous with living a dignifying life for every individual, namely, i) life, ii) bodily health, iii) bodily integrity, iv) senses, imagination and thought, v) emotions, vi) practical reason, vii) affiliation, viii) other species, that is, being able to live with concern for and in relation to animals, plants and the world of nature, ix) play, that is, being able to laugh, to play, to enjoy recreational activities, and x) control over one's environment.

Although Nussbaum argues that all 10 capabilities should be present for a person to live a dignified life, she concedes that the list is not carved in stone, and the 10 capabilities must only be considered as overarching goals that can be specified by the society in question. Consequently, over the years, scholars who have applied the HCA to various fields have highlighted varying capabilities. Byskov (2018a; 2018b) identifies at least 14 different methods of selecting capabilities in the literature. Walker (2008, pp. 477-487) operationalises the HCA

in university learning and teaching. In this study, Walker interviewed students in South Africa to find out their valued beings and doings, and she compiled a list of 11 valued functional capabilities fostered by higher education (see Section 1.5).

Furthermore, the application of the HCA beyond poverty measurement has led to debates about individual and collective responsibility. Critics argue that the HCA needs to clarify where to draw the line between individual and societal responsibility for human development. Robeyns and Byskov (2021) emphasise the importance of addressing this issue with a capability theory of justice. While the HCA recognises that individual agency shapes human development, I agree that there is a need for further research and discussion on the complex interplay between individual and collective responsibility within the framework of the HCA, particularly in the context of social justice in education, as in the case of this study.

Additionally, some scholars criticise the HCA for being overly individualistic; they argue that it neglects the importance of communal factors and social interactions. Gore (1997) contends that certain capabilities can only be achieved through collective action and social relationships. In response, Robeyns (2000) introduces the concept of "ethical individualism" and argues that, while individuals are the fundamental units of moral concern, communities are complex forms of individual interaction. Sen (2008, pp. 331-342) supports this view and acknowledges the interconnectedness of individuals in a social context. He argues that assessing social arrangements requires considering their impact on individuals and recognising the broader environmental influences that shape human development. This debate highlights the importance of balancing individual and collective perspectives in the HCA framework.

Drawing on the concepts discussed in this section, I will now apply the HCA to translator education. I will specifically explore key areas that the HCA allows me to address through this study.

2.3.2 Applying the human capabilities approach to translator education: Key considerations

HCA perspectives on education have often been evaluated based on its effectiveness regarding inputs, such as resources and teacher qualifications, and outputs, such as student results (Deneulin & Shahani, 2009), or on skills alignment with professions. Questions about how government policies, institutional requirements and professional networks shape people's choices or foster exclusion have not been addressed. The HCA focuses on how policies and

other arrangements affect an individual's ability to live the life they value (Sen, 1999). The human being is considered to be an end, and not a means to end (Drèze & Sen, 2002). The HCA prioritises the individual's ability to do or be something they value; it emphasises personal growth, agency and social justice.

The HCA considers education a tool for enhancing social justice because it facilitates people's ability to participate in decision-making – particularly for those marginalised and disadvantaged (Babulal et al., 2024; Walker, 2008). Hence, by applying the HCA, I can assess translator education not only in terms of skills development but also in terms of its ability to foster personal growth, social justice and a sense of agency based on the perspectives of various stakeholders.

Traditional curriculum design often focuses on these questions: Who do we teach? What do we teach? How do we teach it? When do we teach? A learner-centred approach, particularly one grounded in socio-constructivism (such as situated learning as proposed by González-Davies and Enríquez-Raído [2016]) and the HCA, prioritises understanding the students' contexts, which suggests another question: Where are the students situated? Another critical question education institutions should ask themselves is: How can we employ our curriculum to produce the graduates we want? The HCA contributes to answering these questions and emphasises that, to cultivate critical thinking in students, for example, stakeholders must ensure that the education environment reflects this value in all respects, from curriculum content and assessment methods to resource allocation, justification for education and institution and government policies (Deneulin & Shahani, 2009). Freire (1970) suggests in his seminal work that if we want to have students who are empowered, then we must create a learning environment in which students and educators engage in open and respectful dialogue, in which they are encouraged to identify and analyse real-world problems that affect their communities; we must allow students to question dominant ideologies and power structures and support students in developing collective action plans to address problems that have been identified and work towards social change. The ideas of Freire (1970) are closely linked to human development and human capabilities. The purpose of development is to enlarge all human choices – their capabilities.

The question is not about which competencies are necessary but which opportunities are valued and how the curricula of the selected programmes contribute to enhancing them. The HCA evaluates education based on its tendency to prepare all students to participate fully in

society and expand their opportunities for the future (Walker & Soltis, 1997), and not some standard prescriptions (Fukuda-Parr & Cid-Martinez, 2019).

To evaluate translator education through the lens of the HCA, the following factors must be considered (Deneulin & Shahani, 2009):

i) Curriculum design: How the curriculum equips students with the necessary skills and knowledge to achieve various functionings;
ii) Assessment practices: Whether assessments measure capability development or merely knowledge acquisition;
iii) Accessibility and equity: How programme structure, resources and language options enhance the capabilities of diverse students; and
iv) Industry needs: Whether the programme develops capabilities that are relevant and valuable in the evolving translation job market.

2.3.3 Applying the human capabilities approach to this study

My adaptation of the HCA as an evaluation method focuses on promoting social justice. This involves assessing the advantages and disadvantages of educational opportunities and examining how they contribute to individual development and societal equity. For instance, you cannot adopt a task-based approach and assume that each student has acquired the chosen competencies, such as teamwork. This is because other factors, such as power dynamics between students and teachers, students and other students, or group size, may inhibit the achievement of this functioning for some students. However, once the task has been performed, it could be assumed that all have acquired that competence, which may not be the case. The HCA prioritises creating a space that accommodates diverse learning styles and supports all students in acquiring the necessary functionings or competencies. This involves addressing potential hindrances and ensuring that both task-oriented and non-task-oriented students can thrive. Hence, the normative framework of the HCA enabled me to achieve the main research objective of evaluating the extent to which student opportunities for reaching their full potential are enhanced.

In addition to these considerations, the HCA also emphasises the importance of considering the influence of broader societal, cultural and economic factors (Binder, 2009, 2019; Bonvin & Farvaque, 2004) on translator education. By applying the HCA, I could identify both contextual barriers and enabling factors that could impact Ghanaian translation students' ability

to reach their full potential, in addition to barriers relating to the teaching and learning process. For instance, in Walker's (2008) research on higher education in South Africa, to which she applied the HCA, she identified factors such as the absence of supportive family members or peers, low-income backgrounds, marginalised communities, discriminatory policies, inadequate infrastructure, psychological factors such as low self-esteem that impacted student performance, because these factors made it difficult for students to navigate higher education and develop their full potential. Walker, therefore, emphasises the importance of addressing these factors to create a more equitable and supportive learning environment. Like Walker's, my study hopes to identify various factors that enable or inhibit students' development of their valued capabilities and make recommendations for improvement.

Furthermore, the HCA prioritises stakeholder participation and agency (Alkire, 2005; Robeyns, 2006; Sen, 1999) in policy decisions. These three authors argue that individuals affected by policies should have a say in determining which capabilities are valued and prioritised. Applying this stakeholder participation impetus, as suggested by the HCA, could enable me to answer RQ 1.4, which aimed to identify the stakeholders (students, lecturers, curriculum designers, industry professionals) involved in curriculum design, as well as potential barriers to the enhancement of valued capabilities. As highlighted by literature on stakeholder agency on curriculum in general, the angle chosen might influence the outcome of the curriculum and may or may not enhance student capabilities (see Section 2.2.6).

This study did not seek to replace effective curriculum principles and pedagogy but argues that, in a developing context, social and human development should be taken into account as part of the context for curriculum design. The HCA, with its focus on agency, functionings, capabilities, and social justice, provides a unique lens for understanding and evaluating translator education and offers valuable insights beyond traditional approaches.

2.4 CONCLUSION

This chapter, which is divided into two main sections, explored the multifaceted landscape of translator education by examining the diverse perspectives (broad vs narrow conceptualisation of curriculum; human capital vs human development; complexity vs progressive; behaviourism vs constructivism vs socio-constructivism) that shape curriculum design and the factors that influence curriculum implementation.

The second part of this chapter presented an overview of the HCA, by situating it in education and translator education, in particular. It is argued that the HCA offers benefits for helping students achieve their full potential by providing a normative framework for assessing individuals' well-being and removing hinderances to their well-being.

In Chapter 3, I will delve into the methodological approach chosen for this study.

CHAPTER 3
METHODOLOGY

3.1 INTRODUCTION

This chapter will reiterate the study aims and objectives and establish the methodological, ontological, and epistemological bases of the research to justify selecting a qualitative research approach. It will also address ethics considerations and access, as well as the challenges faced. The following sections will explain the data collection process and methods and describe the data transcription, coding and analysis process that was used. Finally, I will reflect on my role as a researcher and conclude the chapter with a summary of the methodological approach.

3.2 RESEARCH AIMS AND OBJECTIVES

This study aimed to investigate the extent to which translation curricula of three selected universities in Ghana enhance the human capability development of students. The perspectives of selected stakeholders were sought in this study. On the basis of the HCA, as explained in the previous chapter, I assessed how the present pedagogical arrangements at the selected institutions contribute to expanding opportunities for their students in terms of what they are able to do or be after graduation. Based on the research objectives, I sought to answer the research questions outlined in Section 1.4. Section 3.3 will outline the research methodology that was employed to address the research objectives and questions. It will delve into the underpinning research philosophy, the research strategy that was adopted, the way participants were recruited, the data collection procedures and the data analysis process that were applied.

3.3 PHILOSOPHICAL FOUNDATION

As Creswell and Poth (2016) argue, the conduct of research is influenced by the philosophical and paradigmatic assumptions of the researcher. Consequently, this section will spell out the epistemological, ontological and methodological stance of the study.

Epistemology focuses on the theory of knowledge and how data is acquired accordingly (Creswell & Poth, 2016; Guba & Lincoln, 1994) while ontology addresses the nature of reality by exploring the researcher's assumptions about the world and its properties (Guba & Lincoln,

1994, pp.115-117). According to Rehman and Alharthi (2016, p. 52), methodology refers to "the study and critical analysis of data production techniques".

In terms of epistemological stance, this study adopts an interpretivist perspective. Four epistemological paradigms have been identified (Guba & Lincoln, 1994), namely, positivism, post-positivism, constructivism or interpretivism, and critical theory.

Positivism states that reality is influenced by neither humans nor context. This means that when several researchers study different groups at different times, they all will get the same results. The goal of positivist research is to discover a standardised truth. Under this paradigm, reality is, therefore, considered universal and objective. While both positivism and post-positivism acknowledge the existence of an objective reality, post-positivism recognises the limitations of human perception and interpretation in fully understanding this reality.

Interpretivism or constructivism, in contrast, does not adopt the belief that a universal truth exists. Truth or reality, according to interpretivism, is socially constructed and varying. Reality is influenced by our senses and is interpreted differently by different individuals as they interact with a social phenomenon. Hence, interpretivism aims to understand and report these multiple realities "through the eyes of the participants rather than the researcher" (Cohen et al., 2007, p. 21; Robson, 2016) in their context. Interpretivism is criticised for lacking objectivity and allowing for researcher bias (Dudovskiy, 2016); however, Cohen et al. (2007) posit that interpretivism helps to emphasise the context as well as the peculiarities of the actors.

According to critical theory, reality is shaped by political, religious, cultural, ethnic and gender-related factors. Critical theorists aim to understand society and, most importantly, to change society by identifying and criticising arrangements that limit people's freedom and progress (Guba & Lincoln, 1994; Rehman & Alharthi, 2016).

Initially, I considered combining interpretivism with critical theory since this study, in addition to describing the selected translation programmes in Ghana, aimed to proffer suggestions for change. However, employing both theories in a single study can be challenging, as interpretivism emphasises understanding and reporting on diverse realities as they exist without imposing external judgement, and critical theory critiques existing power structures that limit human flourishing. The critical stance could be in conflict with the interpretivist goal of remaining neutral in the representation of multiple realities.

Consequently, for this thesis, I opted to utilise the Human Capabilities Approach to development, which is the framework of this study. HCA shares common ground with interpretivism through its focus on understanding the lived experiences of individuals (in this case, professional translators, curriculum designers, lecturers and students). However, the HCA possesses a built-in critical action impetus through its aim to empower individuals through the development of valued capabilities. This critical dimension of HCA allowed me to explore the limitations of the selected Ghanaian translation programmes and propose changes, so as to better equip students for success, while still acknowledging the diverse realities of participating stakeholder experiences.

Furthermore, this study is grounded in an ontological perspective that states that the meaning of curriculum and valued capabilities is not universal. By starting from the assumption that curriculum and its content mean different things to the various stakeholders of education, namely students, teachers, employers, professionals, clients, the government, curriculum designers and institutions, this study intended to bring together the perspectives of all the participating stakeholders of the translator education process in relation to what graduates should be enabled to do or be. Because all participating stakeholders are influenced in one way or another by the educational ecosystem, their voices remain crucial for deciding on a curriculum that is relevant, and what better way to do that than reporting by using quotes containing the actual words of participants (Creswell, 2003). A closed-ended questionnaire, for instance, did not seem adequate to understand the complexity of designing a translation curriculum.

Based on the view that the best way to amplify the voices of the stakeholders in research is to let them speak for themselves and not for the researchers to assume for them, an inductive methodological approach was employed by this study, in addition to a deductive approach. Hence, although Walker's (2008) list of 11 functional capabilities (see Section 1.5) served as the basis for identifying major valued capabilities, other themes were also derived from my engagements with participants. This afforded me the opportunity to understand the topic being studied and to present a complex description of translator education in Ghana in relation to students' capabilities, as conceptualised through the HCA.

3.4 RESEARCH APPROACH

Based on the philosophical stance described in Section 3.3, a qualitative approach seemed to be appropriate for a study that sought to describe curricula for translator education and understand the meanings teachers, graduates, administrators, and professionals assign to translator education. By adopting a qualitative research approach, the ontological assumption was that there are multiple realities that are shaped by the perspectives of the participants (Creswell & Poth, 2016).

A qualitative study allowed me to study curriculum design for translator education in its natural setting and interpret capabilities regarding the meaning of the various stakeholders assigned to it. I am able to present a report that includes the voices of participants, my own reflections and interpretation of the problem and suggestions for adaptation (Creswell, 2005). This approach enabled an in-depth report on the complexity of designing a relevant, democratic curriculum, which could not have been possible with quantitative research. Employing the qualitative research approach enabled me to identify the complex interactions of factors involved in designing a curriculum and also hear silenced voices (the voices of the students, administrators, etc.). A complex, detailed understanding of the issue was acquired, which is only possible by talking directly to the people involved.

To enhance the trustworthiness and to mitigate the subjectivity of the study, data were collected at the macro, meso and micro levels through a blend of documentary analysis and in-depth interviews (see Section 3.7).

3.5 ETHICS CONSIDERATIONS AND ACCESS

The study endeavoured to conform to the highest levels of ethics regulations for scientific research. In accordance with the requirement of the University of the Free State, ethics clearance to conduct research was sought and provided by the university's ethics committee, with clearance number UFS-HSD2022/0454/22 (see Appendix A). Due to the nature of this study, the application involved two phases: Phase 1 was for desktop research to enable me to conduct the literature study part of the research, and Phase 2 was for the fieldwork.

To start the fieldwork, I contacted the heads of departments of the selected institutions via telephone to introduce myself and inform them about the intended study. Then, I sent a letter to the heads via email, asking permission to interview some of their lecturers and graduates,

and followed up with telephone calls. I also visited them for further discussion, to give a human face to the study and to eliminate possible reluctance to respond to an email. They were all very responsive. Because one of the heads had a busy schedule, they introduced me to the registrar of the institution, who took over and offered support. My application followed due process until it was approved. The Head of Department of KNUST referred me to the person in charge of the Translation programme, since they were not directly involved in the programme. After permission was received, the study introduction letter and an informed consent form were shared with the heads of departments at the three institutions, as well as the persons designated by them to facilitate the process. They, in turn, shared it with eligible participants in their departmental databases. Interested participants were expected to contact me, but I realised that, in my part of the world, potential participants would expect the researcher to contact them, which I did after the heads of departments had sought the consent of potential participants. To ensure that participants did not feel pressured to participate in the study, I relied heavily on the tone of their responses. I went ahead to schedule interviews with participants who sounded eager to participate. Those that sounded uninterested or categorically refused to be interviewed were not contacted again.

The fieldwork was scheduled for March and April 2023. However, two interviews were conducted in May because one participant was scheduled for May. Also, I had to replace a lecturer at one university with a lecturer at another university because the former, on three occasions, excused themself barely five minutes into the scheduled interview. They later asked me to send the interview questions but did not respond to those either. This particular lecturer was my last option for that particular university because, of six lecturers, one had refused to participate in the study, and another did not provide useful responses. This left me with the exact number of participants needed. Since the lecturer who had to leave the meetings early did not reply to the questions, I was compelled to interview another lecturer from UG, bringing the number of lecturers at UG to five and that of KNUST to three.

Participation was voluntary, and participants were given the opportunity to withdraw from the study at any time. An information letter and informed consent form that states the aims, risks, time involved, potential publication of the thesis and the possibility to receive further information (see Appendix B) was sent before the online or face-to-face interviews. This documentation provided participants with comprehensive information about the study and the possible effect of their participation on themselves before they agreed to participate in the study. Prior to commencing the interviews, I went over the purpose of the study and the amount

of time needed to complete the interview and obtained the consent of the interviewees. Recordings of the interviews were done with the consent of each participant. After recording images of the participants, I ensured that their privacy would be protected to avoid identification (Rutanen et al., 2018). I ensured that both audio and video recordings in my possession were stored on a password-protected laptop. I am the only person who has access to the recordings. However, since participants who were interviewed via MS Teams have access to the default recording of their interviews with me, I cannot guarantee that they will keep it confidential. However, researchers who are interested in obtaining the interview transcriptions may request it by sending an email to ledakey@ug.edu.gh.

In order to protect the privacy and confidentiality of participants, pseudonyms are used. Local names were chosen for all participants and the three case studies. In addition, I am the only person who has access to the voice and MS Teams video recordings.

I ensured equity and equality by allowing participants to choose the interviewing mode that suited them best. However, due to budgetary reasons, face-to-face interviews were not always possible. Participants who were located outside Ghana's capital had to do online interviews, albeit at a time convenient to them. In order to mitigate the loss of working hours, interviews with lecturers and curriculum designers were scheduled at times that were convenient to them. A professional yet friendly rapport was established with participants. COVID-19 safety measures were adhered to during in-person interviews.

There was no risk of a power relation between me and the graduates of UG, where I was employed since participants had already graduated. Hence, there was no risk of them holding back information for fear of victimisation. Furthermore, informal discussions with colleague translator trainers at the UG revealed they were also keen to identify ways to improve the curriculum, and they were very supportive. Also, I elicited various perspectives to ensure that the information that was provided was accurate and insightful.

3.6 RESEARCH STRATEGY AND CASE SELECTION

3.6.1 Multiple case study

This study is a comparative multiple case study that analysed the curriculum of three institutions through the lens of the HCA. Creswell (2005, p. 73) defines case study research as "the study of an issue explored through one or more cases within a bounded system (setting or

context), through in-depth data collection involving multiple sources of information such as interviews, observation, reports, etc.". While some researchers say a case study is not a methodology but a choice of what should be studied, others, like Denzin and Lincoln (2005), Merriam (1998) and Creswell (2005), claim that it is a methodology. "Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context using multiple sources of evidence" (Yin, 2003, p. 13). Anderson (1993) considers case studies to be concerned with how and why things happen. This study can, therefore, be described as a case study because it focused only on translator education at selected institutions (Noor, 2008). I chose a case study approach in order to understand the immanent and emergent properties of translator education in Ghana.

Crowe et al. (2011) identify three main types of case studies: intrinsic, instrumental and collective. Intrinsic case studies focus on unique cases, the choice of which is influenced by the researcher's intrinsic interest. Instrumental case studies are concerned with learning about a broader issue or establishing an existing theory. Collective case studies, also known as multiple case studies (Gustafsson, 2017), investigate several cases simultaneously. Based on this conceptualisation, the study will employ a collective case study rather than an intrinsic case study, with the aim of understanding the extent to which pedagogical arrangements at translator training institutions enhance students' capabilities based on information gathered from three institutions and professional translators in Ghana. Ghana was chosen for the case study because of the budding interest in translator education/translation studies and the general debate on the link between higher education and national development. I also selected Ghana because very little research has been done on its translation programmes, particularly its curricula. The majority of research has been on various aspects of translated texts.

The study involved three sites: the institutions running the translation programmes in Ghana, namely KNUST, UG, and GIL. By employing a multiple-site case study, this study believes it can make claims of generalisation and reproducibility of specific phenomena related to translator education in Ghana (De Villiers et al., 2022).

3.6.2 Case selection

The cases for this study are Ghana's premier university, the UG, whose Master's in Translation programme is widely recognised; the GIL, which is Ghana's first translation school, and the KNUST, the first institution to present a PhD degree in translation studies in Ghana. These institutions were chosen because they were the only public universities in Ghana with full-time

translation programmes at the time the study was being conducted. Furthermore, they were purposively selected because I believed that, considering how long the translation programmes had been offered by these institutions, I would be able to obtain a wealth of information. Although the GIL ran a BA programme, and the UG and KNUST offered higher degrees, I do not believe the differences in level and time of existence would affect the results. This is because of their shared focus on training translators for Ghana's translation market and the study's focus on the development of comparable capabilities (see Section 1.3) by the curricula. Also, considering time constraints, it was not feasible to add more cases. Three cases were enough to enable me to conduct a cross-case theme analysis. Furthermore, the French–English translation programme was selected because of the availability of a sufficient sample size across the three institutions, which was not available for other language pairs. However, I acknowledge that the programs were located in different departments, and their diverse academic backgrounds (translation/philology/linguistics) could impact the results. At the UG, the programme was presented by the Department of French, whereas at the KNUST, the MPhil Translation and Interpretation programme fell under the Department of Language and Communication Studies. At the GIL, the programme was under its School of Translators.

3.6.3 Participant recruitment

As Creswell (2005) observes, a case study researcher explores a case or multiple cases through detailed data collection involving multiple sources of information (observation, interviews, documents and reports) and reports a case description.

Data were collected in two major phases. Phase 1 entailed reviewing documents of the three selected institutions. These documents included the formal written curricula (both past and present), websites and documents on the history of the translation programmes at the KNUST, UG and GIL. These documents gave me insight into the courses taught and their intended goals and provided a stepping stone for the next phase of the data collection process, which involved conducting interviews with curriculum designers, lecturers, graduates of the selected institutions and professional translators. The selected categories of stakeholders were expected to help mitigate any instance of subjectivity associated with qualitative research and to enable me to produce a deeper, more detailed report.

People who have in-depth knowledge of the subject matter were recruited for this study. The interviews can be divided into two main categories: the university category and the professional translator category. For the university category, a three-level investigation was conducted.

i) At a macro level, the interviews focused on interviewing curriculum designers. They were purposively selected for the pivotal role they play in the curriculum design process. Two individuals involved in designing curriculum were interviewed at each institution (with the exception of the KNUST, where only one curriculum designer participated in the study [see Section 3.5]). These interviews helped me to determine the policy perspectives and the factors that inform the curricula.

ii) The next step was a meso-level interview, which examined how the formal, written curriculum was implemented in the classroom. The lecturers were purposively selected for their crucial role as translator trainers, which lies at the border between the curriculum designers and the target of the curriculum, that is, the students. Interviews at this level aimed to investigate the strategies and activities lecturers employed in the translation classroom and the motives behind those strategies, lecturers' perspectives of the formal curricula, the role they played in curriculum design and what they thought could be done to improve it. Full-time lecturers were chosen over part-time lecturers because I believed the former were more involved in the university's business than the latter. In order to present multiple realities, two lecturers were selected at each institution.

iii) Level 3 involved micro-level interviews of four graduates at each training institution. Graduates of the participating translation programmes were selected because they were the recipients of the implemented curricula. The year of completion was fixed between 2018 and 2022 because it was assumed that those graduates would still have fresh memories of the curriculum, more than those who had completed their studies several years ago. Also, having gone through the system, they were best placed to cast a critical eye on the training they had received. To minimise the potential for power dynamics, I focused my research on graduates of the UG, where I taught. As graduates, they were no longer directly under lecturer supervision, which reduced the risk of conflict of interest – in this case, |I was an outsider to them. Also, the graduates of the KNUST and GIL would not have to entertain fear of victimisation should they express their dissatisfaction with the training they had received. The voices of graduates are usually not heard when designing a curriculum. Recording their voices for this study enabled me to identify capabilities (see Section 1.3) they valued, determine how those valued capabilities were achieved or not achieved, and what they believed could be done to improve the curriculum. Initially, my focus was on employed graduates. However, I

recognised that recent graduates usually gained valuable professional experience through internships, so I decided to include all graduates who were willing to participate in the study. There was a need to understand what each category of actors had reason to value and why they valued it. A total of 12 interviews were conducted with graduates of the translation programmes.

The second category of interviews was conducted with professional French–English translators. Only translators with 10 or more years of experience as translators and who had experience mentoring/recruiting young translators were selected. I interviewed four translators who matched these criteria. The professionals provided insights into the needs of society, as well as the various attributes needed to succeed as a translator in Ghana and beyond.

3.7 DATA COLLECTION AND ANALYSIS

3.7.1 Data collection

Data collection was carried out in two major phases, as explained in Section 3.6.3. The first phase included gathering documents related to the translation programmes of the selected institutions, as well as their current formal curricula. I also studied documents about the historical trajectory of translator education in Ghana. A deeper understanding of the problem was obtained through the data gathered through 28 semi-structured interviews. The interviews were conducted between March and May 2023. Table 3.1 presents a summary of research questions and their correlating research objectives, data types and collection instruments.

Table 3.1: Summary grid of data collection method

Questions	Objectives	Type of data	Data collection instrument
RQ 1.1	Objective 1	Expert opinions (of faculty), curriculum insights, curriculum documents, programme descriptions	Document analysis Semi-structured interviews
RQ 1.2	Objective 2	Expert opinions (of faculty), curriculum insights, curriculum documents, programme descriptions	Document analysis Semi-structured interviews
RQ 1.3	Objective 3	Expert opinions (of faculty), graduate experiences	Semi-structured interviews
RQ 1.4	Objective 4	Expert opinions (of faculty and professional translators), graduate experiences, curriculum insights,	Document analysis Semi-structured interviews

Questions	Objectives	Type of data	Data collection instrument
		programme descriptions and course syllabi	
RQ 1.5	Objective 5	Expert opinions (of faculty and professional translators, graduate experiences)	Semi-structured interviews

3.7.1.1 Document analysis

Documents relating to the historical circumstances of translator education at selected universities in Ghana from 1957 to today were reviewed in order to better understand the context of the study, the constraints and limits that affected the options, and the affordances. This form of analysis also helped me to understand how the curricula developed into the form it holds today, the choices made, and under what circumstances. The current formal curricula in use at the UG, GIL and KNUST were analysed to identify their objectives, why and how they were being achieved, and whether achieving the objectives was likely to enhance the capabilities of the students.

Furthermore, the websites of the institutions were consulted to compile a detailed description of each programme. Flick et al. (2004, p. 284) observe that "official documents also function as institutionalised traces, which means that they may legitimately be used to draw conclusions about the activities, intentions and ideas of their creators or the organisations they represented". A review of the university websites of the departments revealed implicit and explicit views that informed their conceptualisation of translator education. The study objectives were an important indicator of their priorities, aims and values.

Through this document analysis, official positions were established, and an understanding of the problem was expanded. Moreover, I could not talk about curriculum without studying the official documents that underpinned the training of translators at these institutions. The documentary analysis provided a starting point to ask the "why" questions to understand the factors that influenced choices; it also provided an avenue to be innovative regarding my suggestions for adaptation, thus avoiding reinventing the wheel.

Table 3.2: Summary grid of data collection in Phase 1 (document analysis)

Data source	Type of data	Method of collection
Heads or their representatives	Curriculum document	Document analysis
Institutional websites	Programme descriptions, course syllabi and historical documents	Document analysis

3.7.1.2 Semi-structured interviews

Semi-structured interviews were conducted with graduates, lecturers, curriculum designers and professional translators. The interviews with the graduates focused on what they perceived themselves to have achieved as a result of studying translation, their valued capabilities, whether the capabilities were enhanced, and to what extent. The interviews also sought to determine the capabilities translator educators and industry players found valuable and how they could be enhanced. Semi-structured interviews allowed for a "deliberate giving of power to participants, in the sense that they become co-researchers. The interviewer tries to empower participants to take the lead and to point out important features of the phenomenon as they see it" (Elliott & Timulak, 2005, p. 151). Employing this method not only encouraged participants "to reveal aspects of their experiences that were not expected by the researcher but also to suggest improvements in the research procedure" (Elliott & Timulak, 2005, p. 151). This was what the study intended to achieve by employing semi-structured interviews.

I initially intended to use questionnaires to gather data, but I realised I would not get the number of participants required for questionnaire research, particularly with the trainers. Also, considering the nature of the information needed, semi-structured, in-depth interviews were more suitable for asking follow-up questions that provided detailed, in-depth pictures of each programme. With interviews, I was able to probe, clarify and ask follow-up questions, which could not be done with questionnaires. The intention was to get a deeper understanding and not to have a broad representation.

The decision to use semi-structured interviews over structured interviews was to allow for a guided interview, which simultaneously, gave room for formulating questions and follow-up questions and sequencing. The interviews were audio-recorded when they were done face-to-face. Virtual interviews were recorded using the built-in recording function of MS Teams. The goal of recording was to ensure accurate reporting and to avoid losing data. The interviews lasted between 30 and 60 minutes each.

After conducting a thorough literature review on translator education and the HCA, I developed an interview guide and submitted it to the ethics committee of the University of the Free State for approval. Before submitting the interview protocol for ethics clearance, it was validated by three experts: two translation research experts and one Ghanaian research expert. A pilot interview was conducted before the actual interviews began; this gave me a fair idea of the time needed for the interview and also allowed me to refine the questions.

The interview guide (see Appendix C) can be grouped into three sections that relate to the RQs and objectives, as presented in Table 3.3.

Table 3.3: Categorised interview guide with corresponding research questions and objectives

Purpose	Data collected	Questions and objectives
Curriculum level	1. Design process (stakeholders involved) 2. What translator knowledge is selected, and why and how it expands capabilities	RQ 1.1 ⟹ RO 1 RQ 1.2 ⟹ RO 2 RQ 1.3 ⟹ RO 3
Capabilities	3. What industry players, lecturers, students and decision-makers see as valuable capabilities in order to find common ground 4. How those capabilities are enhanced	RQ 1.4 ⟹ RO 4
Adaptation	5. Suggestions for improvement of the selected curricula to enhance student capabilities (see Chapter 5)	RQ 1.5 ⟹ RO5

Open-ended questions such as, How does your programme prepare students for the job market? How would you change the programme if you could? What attributes do you look for in a young translator? were asked to elicit from participants responses that had been thought through and that were expressions of their reflections in their own way. These kinds of reflections could not be achieved with closed-ended questions.

Both MS Teams and face-to-face interviews were used. The interviewees that were located closest were interviewed in person. MS Teams was used for the majority of participants because it was faster, cheaper and more convenient than face-to-face interviews. Interviewees were spread across the length and breadth of Ghana. For instance, for university representatives in Kumasi, it was impossible to schedule meetings over the course of a day, but it would require me to travel over 15 hours or overnight in a hotel – this was not feasible because of financial constraints. Also, for most participants, an online interview fits well with their busy schedules.

For several decades, the face-to-face mode of interviewing has been the way to do it if the researcher wanted to see the facial expressions and body language of the interviewees so as to better understand the interviewees (Schober, 2018).

Before deciding on the blended approach of interviewing, I researched the effects of online interviews on the data collected and found there is a dearth of data on the blending of online and face-to-face interviews, to which my experience in this study will contribute. Research found that online interviews did not affect the amount of data collected. Krouwel et al. (2019) posit that, although interviewees spoke more in in-person interviews than in video interviews, the difference is so "modest" that it could be made up for by the time and cost saved. Nelson et al. (2021) report that when a mixture of audio and video calls were used to conduct semi-structured interviews, the mode of the interview did not affect the duration of the interview or the number of words uttered. This is corroborated by De Villiers et al. (2022), who posit that the length of the conversation depends on the communication skills of the interviewees. Some people naturally possess communication skills and are not affected by the mode.

In this study, the use of video interviews did not affect the depth of information received, as this study was not focused on the contextual circumstances of the interviews. The physical environment did not contribute to understanding the research problem; instead, the focus was on participants' experiences and knowledge of the subject matter. Furthermore, the video interviews provided the same level of rapport that a face-to-face interview would, as the researcher and interviewees could see each other in real-time. As Schober (2018, p. 42) confirms: "Face-to-face interviewing is no longer the 'gold standard' all kinds of interviews".

Because good rapport is crucial to the "free exchange of ideas" (De Villiers et al., 2022, p. 11), I contacted the interviewees via telephone calls prior to the interviews in order to establish rapport between us. This rapport was enhanced by the fact that we could see each other during the interviews.

Furthermore, the advent of the COVID-19 pandemic, with its resultant lockdown and social distancing regulations, changed the way things could be done. Because schools had to close down and resort to online lessons, the majority of interviewees were conversant with video communication technologies. However, unlike younger, tech-savvy participants who easily agreed to download the MS Teams app even if they had not used it before, older participants were unfamiliar with such tools and were quite hesitant to use it; therefore, I had to find younger contacts in their various locations to assist them. Hence, familiarity with technology on the part

of the interviewer and interviewee is essential when a researcher wants to employ online interviews (Krouwel et al., 2019).

A challenge I faced with the video interviews was that interviewees experienced interruptions by colleagues and family members during the interviews. There were also delays due to technical challenges. I tried to mitigate this problem for older interviewees as much as possible by asking younger colleagues who had been engaged to assist in downloading the app the day before the interview. This strategy was intended to enable interviews to test the software some hours before the meeting. However, it was not always possible to address every technical challenge, such as internet connectivity issues, which were, thankfully, minimal.

Overall, the use of video interviewing enabled me to collect data from participants who were located at some distance from me. Although this study does not focus on the effect of the mode of conducting research on the quality of the data collected, my experience in this research contributes to the growing body of literature on using blended online and face-to-face interviews. Table 3.4 presents the number of participants interviewed per institution, both online and face-to-face.

Table 3.4: Summary grid for interview mode and number of participants

Institution	Category	Online	In person	Total
DU	Curriculum designers	2	-	9
	Lecturers, Department of French	3	-	
	Translation graduates	3	1	
BU	Curriculum designers	2	-	7
	Lecturers, Department of Language and Communication Sciences	1	-	
	Translation graduates	4	-	
GU	Curriculum designers		2	8
	Lecturers, School of Translators		2	
	Translation graduates	4	-	
Industry	Professionals	4	-	4
Total		**23**	**5**	**28**

3.7.2 Data transcription

Audio recordings of face-to-face interviews were made and transcribed. MS Teams interviews were transcribed using the transcription feature on the app.

To prepare the data, recordings of face-to-face interviews were transcribed using Express Scribe transcription software. Transcripts of MS Teams interviews were also extracted. Different fonts were used to differentiate the voices of the researcher and the participants. Repetitions and irrelevant digressions were removed from the data. To gain insight into the participants' perspectives on translator education, I reviewed the entire dataset carefully. A first reading, which served as a pre-analysis phase, also allowed for the emergence of more understanding and was a springboard for the main analysis. Some general headings for the analysis were drawn from this phase.

3.7.3 Coding data

Data collected through in-depth interviews of 12 graduates at the three selected translation programmes, four professional translators, five curriculum designers and seven lecturers, and from relevant institutional documents and websites were analysed thematically with NVivo 14. To fully understand participant experiences within the framework of the HCA and curriculum design principles, a two-step coding approach was employed.

First, a deductive coding scheme was applied to all the data. This ensured all data points were categorised under predetermined themes derived from the HCA (see Section 1.6) and relevant literature on curriculum design. This initial coding provided a strong foundation for analysis and allowed for comparison across the entire dataset.

Second, a more focused inductive coding approach was applied, specifically to data related to capabilities. As capabilities are the central theme of this study, this deeper analysis helped to find new themes relating to the specific nature of participants' valued capabilities.

The two-level approach ensured a comprehensive analysis that captured the broader context (HCA and curriculum design) and the specific nuances of stakeholder experiences regarding the 11 functional capabilities listed in Section 1.5. The next subsections will describe the themes of the study and how I categorised and coded the data according to the themes.

3.7.3.1 Developing the themes derived through deduction

To explore how effectively the curricula at the three selected Ghanaian translator training institutions promote student development aligned with the HCA, it became necessary to capture, through clear and concise themes and categories, the key concepts that influence student development within the HCA framework. The main theme – Capabilities – was carefully selected based on its direct connection with HCA and curriculum design. The next few pages explain how the theme maps to the HCA and how the subcategories of the themes were derived.

The theme of Capabilities, which focuses on the extent to which pedagogical arrangements at the three selected translator training institutions in Ghana provided opportunities for students to live a valuable life, is a core concept of the HCA. While the HCA in education offers a range of valuable codes, such as student functioning and agency, I chose Capabilities as the central theme for this study. This decision aligns with the current focus on curriculum reform in Ghana, which is often aimed at enhancing student learning and development. By focusing on Capabilities, this study can contribute to this important discussion by exploring the specific capabilities fostered by current translation curricula and identifying areas for improvement. Responses on capabilities were categorised using the list of 11 valued functional capabilities fostered by higher education as proposed by Walker (2008), shown in Figure 3.1, namely social relations, having economic opportunities, knowledge, active and experiential learning, autonomy, critical thinking, imagination and empathy, recognition and respect, confidence, active citizenship, and deliberative dialogue.

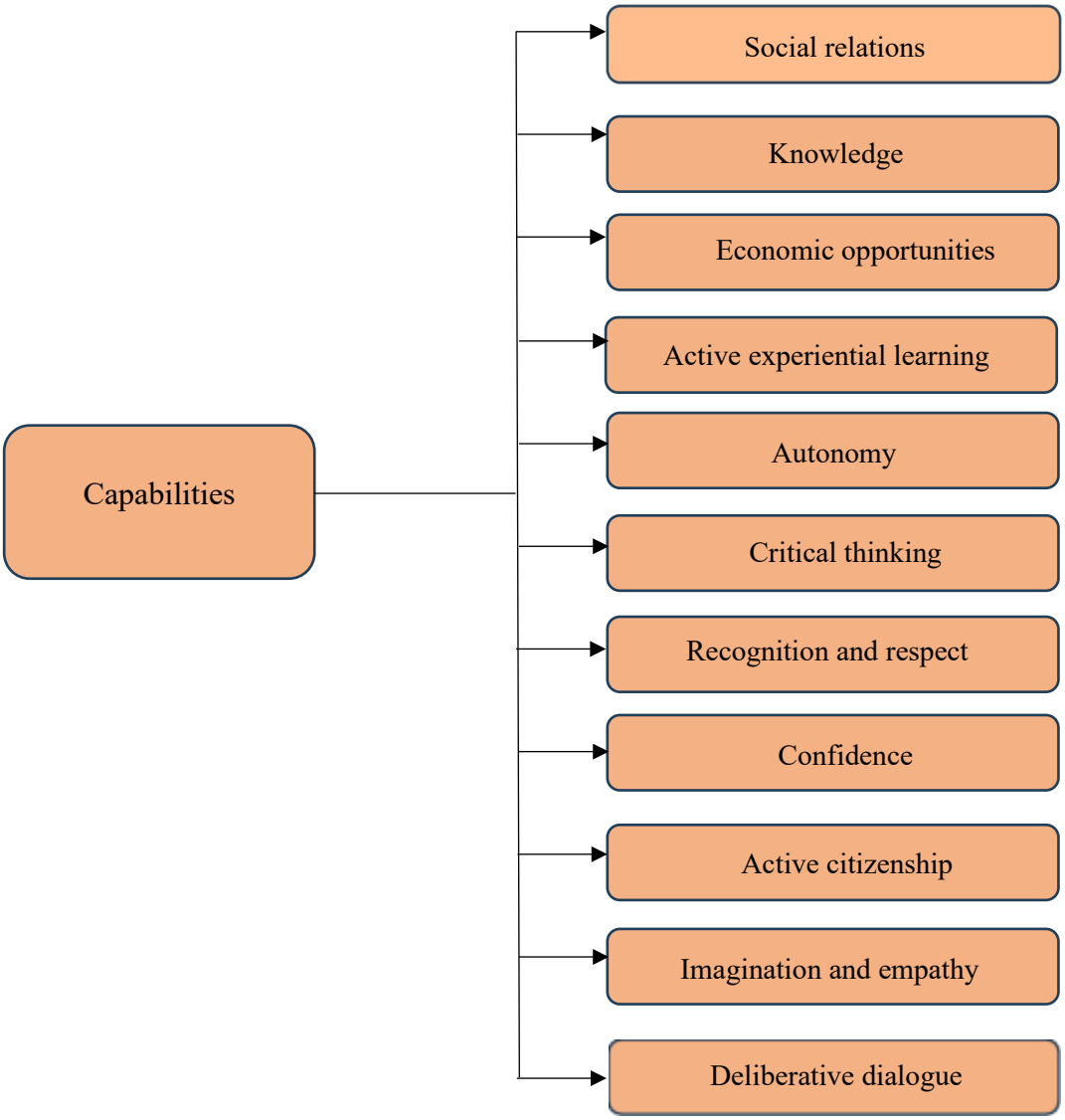

Figure 3.1: Visual representation of theory-driven themes (Walker's [2008] list of 11 functional capabilities)

3.7.3.2 Identifying specific capabilities through inductive analysis

While the initial coding focused on various themes derived from the literature (Walker [2008] and the HCA), the analysis of capabilities employed a more nuanced approach. Equipped with Walker's 11 functional capabilities as a starting point, I revisited the data provided by all stakeholders – students, curriculum designers, lecturers, and industry representatives – using an inductive coding approach.

This second-level coding did not rely on predetermined subcategories as suggested by Walker's framework. Instead, I allowed the data itself to guide the identification of specific capabilities

valued by each stakeholder group. For instance, a student statement about the importance of *knowing how to negotiate fair rates* was initially coded as Knowledge of translation deontology, and finally as Knowledge for fair and ethical practice. Similarly, a professional translator's emphasis on *conducting proper research* was coded as Research skills and then as Knowledge for the production of quality translation, as the latter captured the reflections of participants better. The approach provided a richer and more complete picture of how the curricula equipped graduates with these capabilities.

Coding focused primarily on "units of meaning" (DeCuir-Gunby et al., 2011, p. 137), by splitting sentences containing several themes and coding under the corresponding theme. This resulted in some codes being a line, a sentence or a paragraph. I will now delve into the data analysis process.

3.7.4 Data analysis

The analysis sought to discover the valued capabilities (see Figure 3.1) of each category of stakeholders. The various categories of stakeholders (professional translators, curriculum designers, lecturers and graduates) were treated as groups rather than as individuals, with the main focus being on the nature of interaction between the groups in relation to each theme. Furthermore, particular attention was paid to the commonalities and differences established by the participants.

The data for all the stakeholders were compared to identify their points of divergence and convergence, based on which suggestions for adaptations of the curricula were made. In terms of expanding the human capabilities of students, as conceptualised by the HCA, the study focused on how the human capabilities (see Figure 3.1) of the students were enhanced, to what extent, what capabilities were hindered, and why.

3.7.5 Positioning myself

My approach was to present the curricula of the three selected institutions. I found it useful to highlight the perspectives of the various stakeholders in terms of what students were enabled to do or be by their training. I limited the discussion to expanding opportunities for translation graduates and leave it to others to investigate other aspects of translator education and curriculum, such as curriculum design models.

3.8 CONCLUSION

In this chapter, I outlined the research methodology and established the philosophical foundation, research approach and strategy applied to the study. I also detailed the way participants were recruited, data were collected, transcription and coding were done, and analysis procedures were applied. The next chapter will delve into data analysis by focusing on identifying participating valued capabilities of stakeholders (professional translators, curriculum designers, lecturers and students), exploring the extent to which graduates' functional capabilities (as listed in Figure 3.1) were fostered and proposing strategies for their enhancement by the selected curricula.

CHAPTER 4
RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter will present a thematic analysis of data collected through semi-structured interviews with 12 students, seven lecturers and five curriculum designers from three translator training institutions in Ghana, four professional translators, and a document analysis of relevant institutional materials. The study focused on the theme of Capabilities, which was chosen based on its alignment with the HCA. Subthemes under Capabilities were identified through deductive and inductive coding processes (see Sections 3.7.3.1 and 3.7.3.2).

The results and discussion chapter will address the following key areas (see Section 1.3):

i) Programme offerings and main goals (RQ 1.2);
ii) The extent of stakeholder involvement in curriculum design (RQ 1.3);
iii) How the contexts of participating universities have contributed to shaping their curricula (RQ 1.1);
iv) How curricula foster or hinder the development of specific capabilities valued by students, lecturers and industry professionals (RQ 1.4); and
v) Implications for curriculum reform at the three selected Ghanaian translator training institutions, with the aim of empowering graduates with the capabilities they need to thrive in the professional landscape and for the benefit of Ghanaian society (RQ 1.5).

Ultimately, this analysis is expected to provide valuable insights into ways to optimise Ghanaian translator training programmes and foster student development aligned with the HCA. However, before delving into the analysis, I will present the three selected curricula and participant profiles.

4.2 CURRICULUM OVERVIEW: PRESENTATION OF CURRICULA

This section will provide an overview of each of the three selected Ghanaian translation programmes by outlining the programme name, degree awarded, duration, course offering and their stated goals. Understanding these programme specifics is crucial for analysing the potential of a curriculum to foster capabilities valued by students. While the actual names of

the institutions were used in Chapters 1, 2 and 3 to promote authenticity, pseudonyms (Bauxite, Gold and Diamond) will be used to promote confidentiality in this section.

4.2.1 Bauxite University

The two-year MPhil French (Translation and Interpreting) programme at BU culminated in an MPhil French degree. The programme description suggests a focus on English and one foreign language (French), plus the option to add Twi (a Ghanaian language).

Main aims

i) "[A]dvance knowledge in science and technology for sustainable development in Africa" (KNUST, n.d.-a);
ii) Prepare lecturers for tertiary education; and
iii) Prepare students to take up jobs in diverse areas: Foreign Affairs, Translation, etc.

Table 4.1: Programme component of Bauxite University

Year 1	
First semester Research methods Translation theory and methods I Introduction to interpreting Practical translation I Course outside area of specialisation	**Second semester** Translation theory and methods II Simulated interpreting Practical translation II Course outside area of specialisation
Year 2	
Seminar presentation I	
Seminar presentation II	
Final thesis	

4.2.2 Diamond University

Diamond University (DU) presented a 15-month MA Translation programme that focused on French and English.

Main aims

i) Train highly skilled professional translators capable of meeting Africa's language needs in the global knowledge society; and
ii) Train and mentor future translation lecturers and researchers.

Table 4.2: Programme component of Diamond University

Year-long courses	
Research Methodology Translation from English into Language B Translation from Language B into English Internship and Translation Project	
First semester courses	**Second semester courses**
Area studies in Language B Theory of translation Written communication skills in English Written communication skills in Language B On-sight translation (from English into Language B) On-sight translation (from Language B into English) Terminology management and computer skills for translators	Specialised translation I from English into Language B) Specialised translation II from Language B into English Introduction to interpreting Translation workshop Seminar

4.2.3 Gold University

Gold University presented a four-year Bachelor in Translation programme, and awarded a BA Translation degree. The programme required proficiency in English and one other foreign language (Arabic, French, Russian, Spanish, German or Portuguese), with the option to learn a third language.

Main aims

i) To train highly qualified translators, interpreters, editors and proofreaders for the formal sector;
ii) To train community interpreters; and
iii) To train individuals who can teach.

Table 4.3: Programme component of Gold University

Year 1	Year 2
Grammar 1 (EN) Grammar 2 (EN) Grammar 1 (FR) Grammar 2 (FR) Introduction to literature (EN) Literature 1 (EN)	Grammar 3 (EN) Oral/Aural 1 Structure and Usage 1 Comprehension and Summary 3 Practical writing Literature 2

Year 1	Year 2
Writing 1 Writing 2 Culture and Civilisation 1 Culture and Civilisation 2 Comprehension and Summary 1 Comprehension and Summary 2 Expose/Oral 1 Expose/Oral 2 Essay 1 Francophone Africa literature	Grammar 2 (FR) Grammar 3 (FR) Essay 2 Comprehension and Summary 4 African literature 1 African literature 2 Translation Theory 1 Translation Theory 2 General translation 1 (B–A) General translation 2 (B–A) General translation 3 (A–B) General translation 4 (A–B) University-required courses: Introduction to African studies, African tradition (evolution and change) GU required courses: Introduction to Linguistics, Linguistics, International Relations 1 (International Law and Politics), International Relations 2 (International Economic Relations and Organisation)
Year 3	**Year 4**
Structure and Usage 2 Discourse analysis Introduction to style Oral/Aural 2 (EN) Literary theory and criticism Advanced Grammar 1 Advanced Grammar 2 Comprehension and summary Essay 1 Oral/Aural (FR) Advanced Translation Theory 1 Advanced Translation Theory 2 General translation 3 (B–A) General translation 4 (B–A) General translation 5 (A–B) General translation 6 (A–B) GU Required courses: History and Theory of Economics, Economic Activities and Organisation, Introduction to Law and Judicial Function, Special/Specific Areas of Law	Critical analysis and summary Oral Technical writing Comprehension and summary (FR) Oral (FR) Project work General translation 5 (B–A) General translation 6 (B–A) General translation 7 (A–B) General translation 8 (A–B) Legal/Economic translation 1 Legal/Economic translation 2 Scientific/Technological Translation 1 Scientific/Technological Translation 2 Introduction to Interpretation 1 Introduction to Interpretation 2

4.3 PARTICIPANT PROFILES

Table 4.4 provides particulars of participants from each of the three selected translator training institutions in Ghana. To protect participant confidentiality, all the names used in this study are pseudonyms. The pseudonyms Gold, Bauxite and Diamond are used to designate participating universities for the analysis. To maintain confidentiality, I used Centres 1, 2, and 3 to avoid compromising anonymity.

Table 4.4: Participant profiles

Pseudonym	**Role**	**Qualification**	**Translation experience outside of academia**	**Teaching experience**
Dr Pete	Lecturer	PhD French and Francophone Studies	Occasional/not professionally	21 years
Dr Darko	Curriculum designer	PhD Pragma-Linguistics	None	10 years +
Dr Osei	Curriculum designer	PhD Language Science	Occasional/not professionally	20 years
				Year of completion
Daniel	Student	MPhil Translation		2019
Steph	Student	MPhil Translation		2021
Emma	Student	MPhil French with specialisation in translation		2020
Robert	Student	MPhil French with specialisation in translation		2017
Centre 2				
Dr Anderson	Lecturer	PhD in Translation	Active with international organisations	17 years
Dr Ampadu	Curriculum Designer	PhD in Literature	Consultant with international organisations	6 years+
Dr Morrison	Curriculum Designer	PhD in Linguistics	Occasional	> 13 years
Edmond	Lecturer	Masters	Occasional	3 years
Evans	Lecturer	Masters	Active	6 years

				Year of completion
Elery	Student	MA Translation	N/A	2022
George	Student	MA Translation	N/A	2023
Kofi	Student	MA Translation	N/A	2023
Kwame	Student	MA Translation	N/A	2018
Centre 3				
Ebenezer	Curriculum designer	Masters in Translation	Active	11 years
Ruth	Curriculum designer	Masters in Translation	Active	12 years
Richlove	Lecturer	Master's	Occasional	2years
Asamoah	Lecturer	Master's	Active	2 years
				Year of completion
Kuuku	Student	BA Translation	N/A	2023
Nii	Student	MA Conference Interpreting	N/A	2018
Edward	Student	BA Translation	N/A	2021
Gameli	Student	BA Translation	N/A	2018
Professional translators				
Pseudonym	**Context**	**Years of experience**		**Qualification**
Afi	Freelance/Consultant/ Translation business owner	41		Diploma in Translation
Abugri	Freelance	12		BA Translation
Mabel	Freelance/Language teacher	10		Masters in Translation
Destiny	Freelance/Contract staff at an international organisation	20		BA Translation/MA Conference Interpreting

Section 4.4 will discuss the roles of the different participants listed in Table 4.1 in curriculum design.

4.4 STAKEHOLDER AGENCY IN CURRICULUM DESIGN

This part of the analysis relates to RQ 1.3 and explores the various stakeholder groups (students, faculty and industry representatives) involved in the curriculum design process at

three universities in Ghana. I will examine the roles and perspectives of these stakeholders and analyse the nature and extent of their involvement in shaping the translation programmes at BU, DU and GU.

4.4.1 Student involvement in curriculum design

The study found that Ghanaian translation programmes currently lack formal channels for student input in curriculum design. While opinion questionnaires are used to evaluate lecturer performance, they do not provide an avenue for students to express their preferences regarding course content or curriculum structure. This situation appears to have created a significant disconnect between the student-valued skills and curriculum offerings, leading to suboptimal learning experiences. For instance, students seeking knowledge in translation technology may find themselves in a programme without a relevant course (see Section 4.5.3.1). Although students at the three universities had some involvement in shaping their learning experiences, their influence seems to be more indirect and primarily affecting what happens in the classroom rather than officially influencing the curriculum itself.

Data from the semi-structured interviews suggest differences in the perspectives of lecturers and students regarding student involvement in curriculum design. Lecturers at the three universities reported informally seeking student opinions before designing the curriculum. For example, at BU, lecturers Drs Darko and Pete reported having a student-centred approach regarding the existing curriculum. They acknowledged the boundaries of the curriculum, but were flexible and asked students directly about their expectations and tried to navigate relevant, uncovered student needs in their lessons. However, while this approach appears simple, it is important to consider the challenges of balancing student needs with curriculum requirements and time constraints. Another study could explore how lecturers who actively seek student input assess the feasibility of incorporating student needs and how they navigate situations in which significant changes are not possible. Other lecturers, such as Dr Ampadu and Ebenezer, emphasised that informal discussions with students about course relevance continuously inform their contributions to shaping the curriculum.

However, while lecturers acknowledge student inclusion in curriculum design – albeit informally – students generally report having no involvement. They feel limited to activities within predesigned modules. The students who were interviewed perceived the curriculum as a “product” delivered by lecturers, with little room for student input – a view that could

reinforce a top-down approach. The following are some of the responses given by students when I asked whether they were involved in designing the curriculum:

> *You can only be involved in the course module's activity, and that is more or less like two products, because the lecturers have designed the programmes (Daniel, BU).*
>
> *For the designing of the curriculum, no. The curriculum was designed before we were enrolled and that's what we use, but for the class activities, yes, we were involved in some courses (George, DU).*
>
> *Curriculum, no. But activities I would say in a certain way at times, uh, we'll discuss how to go about some assignment (Gameli, GU).*

The students reported feeling that they were passive recipients of information, as Steph phrased it, *you are here to study this*. This perception can be detrimental and may hinder students' ability to develop a sense of ownership of their learning process.

A key factor in the differing perspectives of lecturers and students on student involvement in curriculum design might be that students are not aware of how lecturers utilise their feedback to shape their learning. For instance, in the case of Drs Darko and Pete, who utilised discussions to understand student expectations and could adjust their teaching accordingly, students may not perceive these discussions as impacting the curriculum itself. Additionally, as reported by Kuuku, even successful collaboration on proposing a new course (on translation technology) can leave students feeling unheard if the proposal is not adopted. A lack of transparency around the impact of student input in the curriculum contributes to a communication gap.

A possible solution could be for lecturers to explicitly explain the purpose of these discussions and how they might influence course delivery. Additionally, exploring alternative avenues for obtaining student input beyond informal discussions might be beneficial. This could include student surveys or focus groups specifically designed to gather feedback on curriculum content. By incorporating student voices, programme developers can tailor a programme better to address student needs, embrace technological advancement and increase student participation in shaping their learning environment.

4.4.2 Lecturer involvement in curriculum development

Analysis of responses given in the interviews showcases varying degrees of lecturer involvement in curriculum development at the three institutions, with some lecturers actively contributing and others having limited opportunities. The data show that all institutions have

faculty who serve on committees to design the curriculum. However, not all lecturers play a role in deciding what courses students should study, the course descriptions, programme duration, programme goals and objectives, and other relevant information submitted for accreditation by the GTEC, which is the body that regulates tertiary education in Ghana. Lecturers such as Dr. Pete (BU), Dr. Morrisson and Evans (DU), and Ruth and Ebenezer (GU) say they actively designed the current courses, which demonstrates a high degree of agency and ownership of the curriculum. It is for this reason that, for this study, lecturers who were directly involved in designing the curriculum were designated curriculum designers to differentiate them from others who were not really involved.

While some lecturers actively participated in designing the entire programmes, others had more limited involvement, which was primarily focused on creating course outlines or providing feedback. This is evident in the experiences of Asamoah (GU) and Dr Anderson (DU). Both lecturers found themselves working with predesigned curricula, which limited their influence on the overall programme structure. However, they were not entirely without agency. Asamoah, for instance, inherited existing course outlines for upper-level courses but had to design them from scratch for lower levels. Dr Anderson, in turn, modified a pre-existing outline to suit his teaching style. These actions demonstrate how lecturers still exert some level of control over the content and direction of their specific courses, even with limited involvement in the broader curriculum. Like Asamoah, Dr Anderson's decision to maintain an inherited course outline for the first year was primarily due to inexperience and lack of time. The situation of these two lecturers underscores the need for better communication, especially with faculty new to the programme, about the courses they will be teaching. This will enable them to prepare effectively and allow them to suggest modifications so that the course aligns better with their expertise.

Another way some lecturers reported contributing to shaping the curriculum was by conveying suggestions to decision-makers. Dr Anderson (DU) mentioned that he had made suggestions to the head of his department; these suggestions were taken into consideration when the curriculum was reviewed, even though he was not directly involved in the design process. This shows that lecturer influence can extend beyond creating course outlines. Creating mechanisms for ongoing input, even outside the formal design process, ensures a more inclusive process and fosters lecturers' sense of ownership.

Conversely, limited involvement can restrict lecturers' ability to utilise their skills and could lead to feelings of frustration. Lecturers such as Richlove (GU) and Edmond (DU) expressed a lack of involvement and frustration with their institutions' current curriculum. Edmond said it was *news* to him when the new curriculum was announced, and he expressed surprise that some courses he considered important had been removed. Richlove and Edmond expressed frustration with the lack of opportunities to provide input. Richlove admitted that because she had recently joined GU, she had not been involved in designing the current programme. Nonetheless, the suggestions she and other newer faculty had made during departmental meetings to improve the curriculum were not implemented fully. This experience, along with observations of her new colleagues, suggests that newer faculty may not have a strong voice in shaping the curriculum. In her view, she and other new colleagues are not in a position to contribute to curriculum development; as she said: *We are not there yet*. It seems the curriculum had been carved in stone before Richlove arrived. This limited agency seems to have fostered a feeling of powerlessness and limited lecturers' ability to contribute fresh perspectives and expertise. Nonetheless, it would be worth understanding the specific nature of Richlove's concerns with the curriculum and exploring whether departmental meetings at GU offer genuine opportunities for lecturer input or if these meetings are mere formalities. Furthermore, it is important to consider the GTEC guideline of reviewing curriculum every four years. Depending on Richlove and her colleagues' suggestions, major changes might need to wait for the next scheduled curriculum review. This finding highlights the complexity of striking a balance between existing curriculum frameworks and incorporating valuable input from newer faculty.

In conclusion, while the extent of lecturer involvement varies, even with limited options, lecturers can find ways to personalise the courses they present. However, fostering a truly robust and inclusive curriculum development process requires clear communication with new faculty and mechanisms for ongoing lecturer input beyond the level of creating course outlines.

4.4.3 Industry involvement in curriculum design

This section will discuss the crucial role of industry involvement in shaping educational programmes. With this analysis, I will explore the current state of industry involvement and identify areas for improvement.

The data reveal a lack of clarity and limited industry involvement in curriculum development for all three institutions. The curriculum designers expressed uncertainty about the extent of

industry participation, with some curriculum designers focusing primarily on the internal expertise of lecturers or the GTEC. When the GTEC board, according to the participants, involves experts in the translation field, these experts are academics from other institutions. Furthermore, the focus of these experts might be on broader compliance rather than on meeting industry-specific needs.

According to Dr Morrison, DU relies heavily on the expertise of its lecturers, who are practising freelance translators and interpreters. This focus on internal expertise ensures the curriculum reflects the knowledge and skills of experienced professionals in the field. However, while valuable, this approach might benefit more from being complemented by industry engagement to ensure that the curriculum remains relevant and addresses the evolving needs of the job market.

Lecturers such as Dr. Osei (BU) and Ebenezer (GU), even though they were directly involved in curriculum design, expressed uncertainty about industry participation in programme development, which suggests a potential disconnect between industry and academia. However, Ebenezer presented an alternative form of stakeholder engagement, namely discussions with alumni. Engaging alumni who have diverse career experiences can provide valuable insights into industry trends and ensure the curriculum remains relevant; however, the nature of alumni involvement appears informal and dependent on lecturers' initiative.

Limited industry involvement translates directly into student challenges. Curricula at institutions such as GU and BU, according to student reports, fail to equip students fully with the skills and knowledge demanded by the job market, thereby hindering their job prospects (see Section 4.5.2). Students themselves reported being frustrated with a curriculum they perceived as disconnected from industry needs.

Based on the findings discussed in this section, this study recommends establishing formal structures that will facilitate deeper engagement with industry professionals in curriculum development. This could be in the form of guest lectures, advisory boards, and industry internships for students. While DU makes use of internships and guest lectures, the current format may not fully leverage industry expertise to shape the curriculum, as it lacks streamlined curriculum material to maximise the value of student internships. To bridge the gap between curriculum and industry needs, I strongly recommend adopting the collaborative model proposed by Valiente Bermejo et al. (2022), which emphasizes proactive industry engagement throughout the curriculum development process. Key aspects include the active participation

of the industry in discussing draft course plans (course contents, planned activities) and continuous industry engagement throughout the implementation process. This approach has been reported to lead to the alignment of curriculum with social realities and new technologies while also fostering skills development and expanding employment opportunities for students **(**Valiente Bermejo et al., 2022**).**

Section 4.5 will delve into the valued capabilities that were identified, to explore how they are developed by the written curriculum as perceived by four categories of stakeholders and shaped by contextual factors.

4.5 VALUED CAPABILITIES

This study, which is in the field of education, did not seek to investigate the central list of capabilities as conceptualised by Nussbaum (2000, see Section 2.3.1) but to practically evaluate the HCA in the context of translator training at the three selected institutions in Ghana. Consequently, data gathered about the theme of capabilities were categorised using Walker's (2008) list of 11 valued functional capabilities (see Figure 3.1) as a starting point, bearing in mind the need to allow the stakeholders of translator training in Ghana to decide on what counts as valuable capabilities (Nussbaum, 2000; Robeyns, 2005; Walker, 2008;). Thus, although Walker's list served as the springboard for the coding of reflections under the theme of capabilities, new codes were assigned to reflections that could not be coded using Walker's list. The new codes contribute to specifying further the exact nature of the valued capabilities (see Table 4.5).

In semi-structured interviews, I questioned four professional translators about the capabilities that are important for a translator to succeed in Ghana and globally so that I could understand the needs of the industry and society. I also identified from my discussions with the seven lecturers and five curriculum designers what attributes they would like to see in their students and to what extent the pedagogical arrangements allowed them to equip students with those attributes. My discussion with the eight graduates and four undergraduates of the selected programmes centred around their perspectives on their learning, their valued capabilities and the extent to which those capabilities were enhanced by the translation programmes.

Participants of this study emphasised only six of Walker's 11 functional capabilities. The six core capabilities and their corresponding new codes (identified using NVivo 14) are listed in Table 4.5.

Table 4.5: Valued human capabilities identified, with their corresponding subcodes

No.	Functional capabilities	Subcodes

1.	Social relations	• Networking
		  o For jobs
		  o Building expertise
		  o Personal growth
		• Teamwork
		• Support

2.	Having economic opportunities	• Employment avenues
		  o Availability of translation-specific jobs for trained translators
		  o Other employment avenues
		• Versatility and adaptability of translation graduates
		• Looking beyond Ghana for economic opportunities
		• Graduate challenges on the market
		  o Lack of preparedness for the job market
		  o Lack of support for new entrants
		  o Lack of visibility for translation programmes

3.	Knowledge	• Knowledge for producing quality translation • Knowledge of technology • Linguistic skills • Knowledge for fair treatment and professional ethics
4.	Active and experiential learning	• Learning through timed actions • Learning by acting/simulation • Working on authentic, real-world problems
5.	Autonomy	• Working independently as translators • Being self-directed in learning • Being financially independent

6.	Critical thinking	• Negative impact of technology
		• Instructional experiences
		  o Lecturer approach
		  o Level of difficulty of texts
		  o Dynamism of translation texts given
		  o Defending work before peers

Each of the six functional capability categories will be explained. Imagination and empathy, and recognition and respect did not appear to be valued capabilities for the participants of this study. Three other functional capabilities (confidence, active citizenship and deliberative dialogue) were mentioned by the participants, though primarily in connection with the six listed in Table 4.5. For instance, confidence was linked to translation self-efficacy honed through active and experiential learning, while active citizenship was linked to the notion that pedagogical arrangements that do not prepare students for the job market also hinder their

ability to contribute to society (having economic opportunities) and their opportunities for experiential learning. This study, therefore, will not discuss these capabilities on their own to avoid repetition. The six primary human capabilities identified by the study are visually depicted in Figure 4.1.

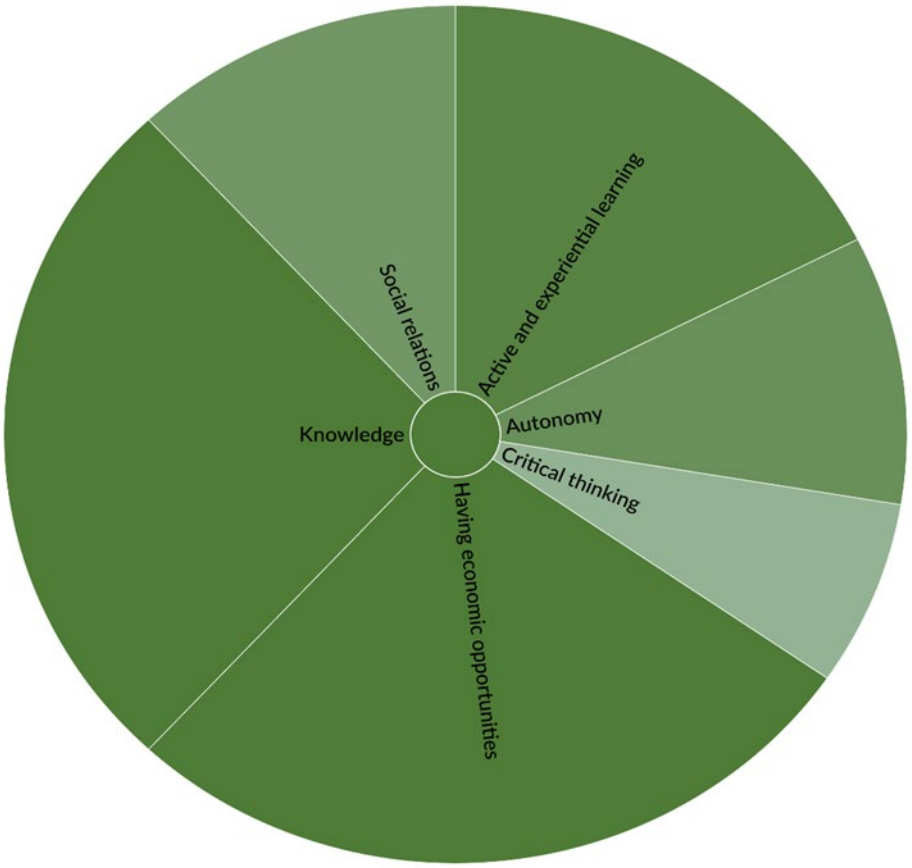

Figure 4.1: Valued capabilities according to all categories of participants

The core of the chart in Figure 4.1 represents the overarching theme of capabilities, with branches extending to each capability. The size of each branch and the corresponding colour intensity signify the frequency of references to that capability within the data, with larger, darker branches indicating more frequent mentions. Having economic opportunities occupies a significant portion of the chart, which suggests it was prioritised by participants. Knowledge also has a significant portion, which indicates that participants considered it important, though it was not their primary focus. Active and experiential learning is a moderately important category, indicating a preference for hands-on and engaging learning experiences. Social relations and autonomy, while still important, were valued to a lesser extent. Critical thinking is the smallest branch, which suggests that it was a secondary consideration compared to the other capabilities.

I defined capabilities as used in this study (see Section 2.3.3). I also outlined the six valued capabilities identified by this study and explained their significance for participants. The next sections will explore the six functional human capabilities in the order in which they are listed in Table 4.5. Drawing on documentary analysis and participant perspectives gathered through semi-structured interviews, this analysis will examine how the capabilities are developed by each curriculum. The analysis in this section will enable me to answer RQs 1, 2, 4, and 5.

4.5.1 Social relations

This research explored the capability of social relations, which is defined as the opportunity or ability to form or create social relations for the benefit of oneself or others (Walker, 2008). In the following subsections, I will examine the way the selected curricula developed the capability of social relations for the students by drawing on the data obtained through document analysis and from participant perspectives gathered through semi-structured interviews.

4.5.1.1 Document analysis

This part of the analysis focuses on whether the course content, learning objectives and assessment methods explicitly promoted the development of the capability of social relations. All three universities promoted social relations through the incorporation of collaborative learning in their curricula. DU emphasised group work, particularly in Translation Workshop, in which students translated and presented their translations in groups to be peer-reviewed. Students of DU also undertook internships that could bring them in contact with other professionals. Likewise, the curriculum of BU emphasises "small-group work" for practical courses such as Simulated Interpreting. The mode of delivery as described for almost all the courses at BU includes discussions among students and lecturers. The curriculum of GU also emphasises group-based learning through projects such as group presentations in courses such as Culture and Civilisation, and Oral/Aural 2. These collaborative elements were designed to foster social interaction and teamwork among students and lecturers.

4.5.1.2 Stakeholder perspectives

The responses of participants in all groups underscored the importance of social relations in the Ghanaian translation industry. *Social relations* was mentioned in varying ways by participants. This capability was mostly described as referring to being able to i) form networks (to enhance employment opportunities and develop expertise through networking); ii) work in

a team (for academic purposes and individual growth); and iii) find support to achieve valued functionings. Each of these three key descriptions is represented by a bar in the chart in Figure 4.2. The chart presents data on the frequency of mentions of teamwork, support, and networking in the context of social relations. Teamwork is the most frequently mentioned aspect of social relations, with a significantly greater number of references than support and networking. This means that teamwork was considered a crucial component of social relations in the context of translator education. Networking is also significant, indicating that participants valued networking opportunities, while support is the least frequently mentioned aspect; participants valued the provision of support and guidance, and it appears to be a less prominent focus.

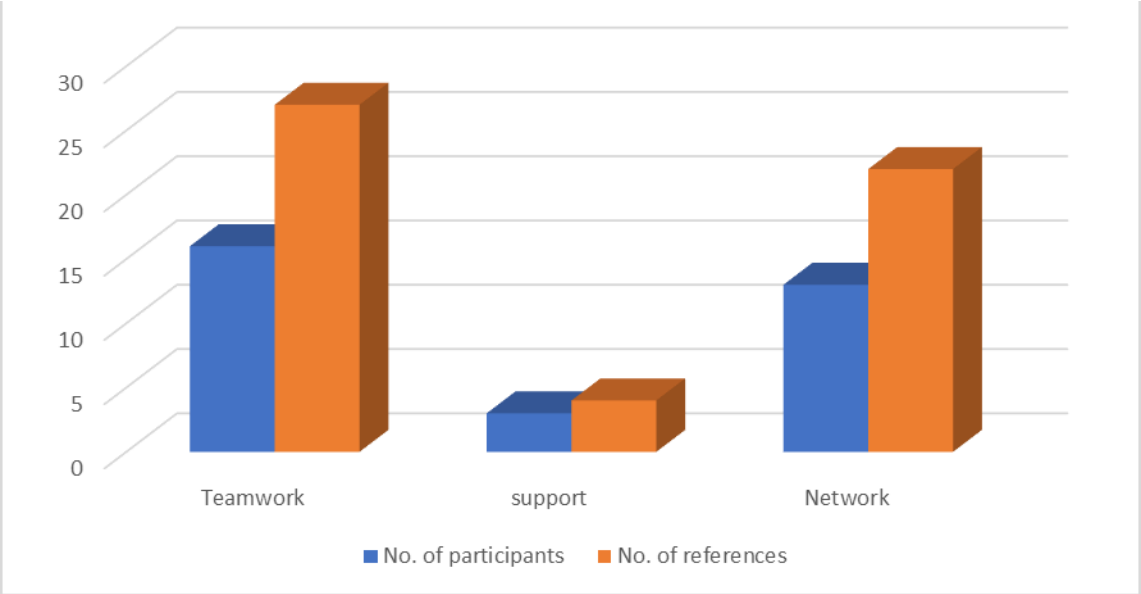

Figure 4.2: Hierarchy chart for aspects of the capability of social relations

The professional translators highlighted the collaborative nature of the industry by emphasising that teamwork was essential for professional development. In contrast, lecturers and students viewed teamwork as a pedagogical tool. While all groups recognised the importance of networking for job opportunities, only students emphasised the role of social relations in personal growth and also described social relations as finding support for the valued functionings of the selected programmes.

I will delve deeper into the perspectives of the four stakeholder groups and analyse their responses in the semi-structured interviews to provide further insights into the importance of social relations in translator education.

4.5.1.2.1 Professionals

This section will examine the perspectives of the four professional translators on the importance of social relations for translators and translation graduates in Ghana. Establishing and maintaining social relations emerged as a significant capability for a translator's success and survival in the market, particularly in the Ghanaian context, where translators mostly work on a freelance basis. Social relations, from data gathered from the four professional translators, was described as networking: networking for jobs and networking for developing expertise.

a. Networking for jobs

The data reveal that freelance translators in Ghana need to belong to networks to land jobs. Access to freelance translation jobs in the Ghanaian industry is monopolised by well-connected translators who act as gatekeepers to the industry, thereby impeding fair and democratic access to jobs for young translators. The question we could ask is, Should the quality of one's work not speak for itself? It appears that to penetrate the translation market in Ghana, *you need to network; … professionals network. You need people. You can't be on your own. I'm not sure you survive on your own. I'm not sure,* Mabel, a professional translator with 10 years' experience, reported. She elaborated:

> *Our kind of work relies on networking. It's not just a certificate, your certificate is not enough. Your experience is not enough. You still need a link. You need someone to connect you. You need someone to mention you. And so, it's more than just your experience and your certificate.*

Mabel placed a strong emphasis on networking as an essential tool for the success of a translator in Ghana. To be known and invited for jobs or receive translation job offers relied heavily on recommendations from people who were already in the field and had built up partnerships. These "veterans" of the industry have monopolised access to outsourcing organisations that bring in translation jobs and act as gatekeepers to the industry. Even if we underscore the need for the quality of a translator's work to speak for itself, who determines the quality? These same gatekeepers decide who is qualified to work with them on a particular project. This means that if outsourcing organisations offer all the work to experienced translators and fail to give

the young, inexperienced translators a chance, the latter will remain victims of the gatekeepers to the industry, thereby limiting their capability for employment.

The reference to *our professional network* suggests that networking is a common and expected practice of professionals in the Ghanaian translation industry. The young translator needs *people* who will *promote* them, as expressed by Afi, who has more than 40 years of experience as a translator: *He promoted me a lot. A few of the organisations I worked for, it is he who put my name out.*

This suggests that success and survival in the translation market in Ghana do not rely solely on a translator's skills but are largely influenced by social connections and relationships. A young translator who leaves school without connections with these gatekeepers may struggle to find translation jobs as a freelancer. In this case, young translators' opportunity to develop their human capabilities, such as being employed and living a financially stable life, is limited by the system, because their success does not depend mainly on their ability to translate well, but on their ability to form networks. This means that working in isolation or being isolated may not be conducive to the survival of translators – particularly young translators starting off as freelancers – in Ghana.

Building on the importance of collaboration and networking in the translator's career, Mabel expressed uncertainty about the individual translator's ability to survive on the market if they work in isolation. The demand to collaborate and network could exert pressure on young translators who would otherwise have preferred to work alone and may stand in the way of their capability to live the life they truly desire.

In turn, networking with established translators in the industry can positively affect new entrants by offering them an opportunity for scaffolding and gradually helping new graduates sharpen their craft. In the words of Mabel: *if you decide to even work under someone, what we do is that the young ones do the translation, they [experienced translators] do the proofreading.* As senior translators revise the work of inexperienced translators and point out their flaws, young translators gradually learn. Mabel described another scaffolding opportunity involving an analogy between translation and the fashion industry. Just as knowing how to sew is not enough to run a successful brand, knowing how to translate is not enough to thrive in the professional world. Hence, cultivating connections with more experienced freelance translators can provide valuable insights and practical guidance for young graduates as they navigate the business side of the profession.

Therefore, I recommend that training institutions link students to gatekeepers or outsourcing organisations through either internships or workshops to bring together students and seasoned translators. That way, they can help novice translators to move forward and find jobs, particularly as freelancers.

Although this study did not delve deep into whether networking for jobs creates a sense of exclusion for some translators or has a positive effect, it can be deduced from the data and from the description of the Ghanaian translation industry that, in the absence of a national regulatory policy on the practice of the profession (see Section 1.5.3), networking can be an important avenue for weeding out the non-professional translators who have taken over the market and inundated it with lower quality translations. By non-professional, I refer to people who have not undergone tertiary or vocational training (Kujamäki, 2023). Conversely, networking as practised in Ghana could alienate translators who do not belong to networks and could hinder their capability to engage in translation as an economic activity (O'Hagan, 2019). Future studies could explore the specific challenges faced by Ghanaian translators who attempt to operate outside established networks.

b. Networking to develop expertise

According to the professional translators, networking not only helps the freelance translator to access sought-after jobs but also to maintain a sustainable career. Networking, described in this case as building a team of professionals to handle different aspects of a translation task, was emphasised by the professional translators who participated in this study. They underscored the collaborative nature of the profession and emphasised that interacting and collaborating with others are integral to the translator's role in providing job opportunities and support for the challenges inherent in the profession.

Many translators in Ghana work as freelancers, hence, in isolation. However, considering the demanding nature of the translation task, working as part of a team of translators to handle various aspects of the translation process is almost indispensable if a translator wants to deliver quality work. Abugri explained as follows:

> *Translation work is energy-consuming. It drains you. And for you to be able to tackle and render quality work, you must have a chain that you put in place in terms of team from the one that would translate the work, to the proofreading, to the second reading and now the one that will now finalise it and approve it.*

By emphasising that the translation process can be mentally and emotionally daunting, Abugri expressed the need to put in place a *chain* for the various stages of translation, from translation to proofreading, second reading, and final approval, to produce quality translations. Furthermore, the translator may face limitations, particularly in specialised fields such as law, medicine, and finance. Being a member of a team with members possessing diverse expertise helps to overcome such limitations, ensure a more accurate understanding of the text, provide a range of knowledge, and enable the handling of various texts. By saying *so, teamwork can never be emphasised enough in translation work*, Abugri expressed his belief in a collaborative approach to translation and the importance of teamwork. The conclusion that *you really need a team to be able to render quality work* reinforces the idea that translation is most effective and accurate when it is approached as a collective effort. Teamwork, as portrayed by Abugri, opens up economic opportunities for the freelance translator who, despite *working alone*, can leverage on the expertise of colleagues to produce quality work, thus enhancing the translator's professional reputation and meeting clients' expectations. An enhanced professional reputation could mean new opportunities. In addition, teamwork improves the translator's functioning in a wider range of fields, more than working alone would. An increase in translation activities means an improvement in the translator's financial position, thereby contributing to the translator's total well-being.

Afi mentioned another significant aspect of collaboration, namely enabling translators to develop their expertise. By correcting other people's work, translators learn from each other's strengths and weaknesses: *Working in a team helps the freelance translator improve upon his craft as colleagues review each other's work* – a service the freelance translator would otherwise have had to pay for. Furthermore, Afi implies that, through teamwork, the freelance translator is empowered to achieve valuable goals, such as improved accuracy in their work, which contributes to sharpening their craft. Reviewing other people's work also encourages critical thinking and analysis while the translator endeavours to identify and address errors and inconsistencies in the translation being reviewed. Collaboration with colleagues exposes translators to diverse perspectives and approaches and broadens their understanding of the translation profession and its evolving standards. This effect fosters continuous learning and professional development and keeps them updated on industry trends and best practices. The process of learning and growing through teamwork can be personally rewarding for translators because it enhances their self-efficacy. Seeing their skills improve and receiving constructive

feedback from colleagues can boost their confidence and satisfaction with their work (del Mar Haro-Soler, 2017, 2021).

Another benefit of working in a group is sharing large documents and exploring a wider market, which is a view shared by all four professional translators.

> *It also helps the translator to maintain clients who send huge documents for translation and also offers a wider market if teammates are from different countries (Afi).*
>
> *There are times you get big document and then you wouldn't want to refuse it. You wouldn't want to tell their clients I can't meet your deadline. No. So you get people to work with (Mabel).*
>
> *Since we are in different countries, we'll be able to look at different aspects of the market (Mabel).*

Teamwork, as described by Mabel and Afi, enhances access to a wider market through teammates from different countries. Teamwork expands a translator's reach and potential client base, thereby increasing their ability to secure larger and more profitable projects. Despite the involvement of other translators, the primary translator maintains connections with the work and is also able to build long-term relationships with clients because the timely delivery of results may contribute to the translator being the preferred choice for future projects.

If students learn to work with networks and work in groups and are supported to create links inside Ghana and abroad, they are likely to attract clients with large documents and handle such documents, which means greater income and professional recognition. The assertions of Mabel, Abugri and Afi are reinforced by the words of Destiny:

> *Translators always work in a team because you have documents that you have to deliver, so you share the document and then … a member of the team will put across any difficulty they have and we discuss it all.*

Destiny suggests that, in the face of challenges inherent in handling large documents with tight deadlines, working in a team will help freelance translators deliver on time while building a reputation for reliability and quality work. Abugri believed teamwork is *one of the cardinal points of delivering quality work to the customer.*

It is worth noting that sharing projects with other translators on the blind side of clients has the potential for ethical issues, for example, in instances where a translator has signed a confidentiality agreement to avoid divulging the nature of the assignments they work on

(McKay, 2006, p. 28). These are aspects that must be considered as students are taught the relevance of enhancing teamwork through sincerity and openness.

While all four translators agreed on the importance of teamwork in getting jobs done, only Mabel highlighted the importance of cultural sensitivity in communication and understanding, particularly in the context of translation and working across cultural boundaries. Mabel explained that, as professionals who work with people and translate texts representing different cultures, recognising these differences is necessary to avoid committing unintentional faux pas: *we need to understand that people differ, the cultures are different*. She stressed the need to expose students to cultures other than their own because cultural sensitivity would enhance students' ability to avoid phrasing and stereotypes that might be offensive or misleading in the target culture, thereby building trust and credibility with clients from different cultures. Furthermore, learning to work with others from different cultures would open up opportunities for students to experience a continuous process of learning about new cultures while they interact with colleagues across cultures.

Abugri brought up another dimension: enhancing teamwork through sincerity and openness. After striking up relationships with fellow translators, maintaining those relationships is crucial for the success of a translator. In addition to being a member of a team that calls on him to work on large projects, Abugri attributes his success as a translator to his ability to maintain relationships that are built on sincerity and honesty: *being sincere with your team also has helped me. Because when people call you and you are open, you are sincere. You have the opportunity to be called again.* Sincerity was seen as a key element of building trust with a team. When a translator is trusted for their ethics, for instance, team members and clients are more likely to trust their translations (Pym, 2015, 2020, 2021). The reverse would discourage true collaboration and have a negative effect on translators' credibility (Pym, 2015) and their capability to produce quality translations (Abdallah, 2012). Mabel reported: *Working with anyone, regardless of who it is, you should have a good interpersonal relationship. You can't just disrespect people and still want to work with them.*

While Abugri focused on sincerity and openness, Mabel underscored respect as a means of maintaining and enhancing teamwork. Their statements show how important getting repeat businesses is to freelance translators. Being sincere and open and having respect for others creates opportunities for others to reach out for collaboration and also leads to repeat engagements. In a context where students are likely to commence their careers as freelancers,

training institutions should put in place pedagogical arrangements that will help students build their interpersonal skills to enhance their opportunities to get repeat business, thereby contributing to their long-term success as freelance translators in terms of income and job satisfaction.

While openness and sincerity offer significant benefits for teamwork, there are also potential challenges and limitations to consider. Openness and sincerity can have different interpretations for different individuals, leading to misunderstandings and miscommunication. Therefore, lecturers must guide students in working through their responses to conflicts to enhance their ability to maintain social relations. Moreover, oversharing information and opinions that are not relevant can create unnecessary distractions (Brown & Jarldorn, 2024). Hence, guiding students to focus on constructive feedback and practising selective openness may be useful in maintaining a positive team environment, leading to their own flourishing and that of other team members.

Overall, there is an indication that the freelance translator's capability for getting jobs, continuous learning, and economic activities is enhanced through networking and relying on others for opportunities and support. The assertions of these professionals underscore the importance of networking, collaboration, and building connections with others in the translation profession, suggesting that these elements are essential for professional success and sustainability.

4.5.1.2.2 Curriculum designers

In this section, I will analyse the views of curriculum designers on social relations in relation to developing or revising programmes.

a. Networking for jobs

Universities recognised the real-world demands of the translation industry and encourage students to develop not only their linguistic capabilities but also their social and collaborative skills so that they can thrive in their future careers. University representatives expressed different views on what networks are than the professional translators; the former seemed to have a more global view.

Regarding employment prospects for their graduates, Dr Morrisson said that the academic programme at DU has established connections with prestigious international organisations and provided students with valuable experiences and international networking opportunities:

> *we have some with Samsung … we've also started partnerships that leads them into internships. We have some of our students that work for AU [African Union] Parliament … the West African Health Organization … various organisations of the UN … I think that our programmes prepare our students through internships because we have internship opportunities.*

She added that *we try to send our students to places where they are trained in interpreting or translating*, thereby showing their commitment to ensuring a seamless transition from the classroom to the job market by building networking opportunities.

Dr Morrisson also highlighted networking as one of the major reasons why her institution adopted a new curriculum under the Pan-African Masters Consortium in Interpretation and Translation (PAMCIT), in addition to forming *partnerships that lead into internship*. Partnerships with other universities, she believed, would open up opportunities for their students to create professional links. The PAMCIT programme prioritised international partnerships and cross-cultural immersion. Her mention of the Université Gaston Berger of Saint Louis and a university in Mozambique as partners indicates that the programme involved collaborations with education institutions outside Ghana. This implies a network of universities working together to offer students diverse educational experiences, which indicates a commitment to cross-cultural experiences. By encouraging students to immerse themselves in different linguistic and cultural environments, the institution promotes a well-rounded educational experience. This suggests that the academic programme not only provides short-term internships but also facilitates more extended and potentially impactful engagements with key organisations. Furthermore, exposure to different countries and regions contributes to a well-rounded and global educational experience. Although the PAMCIT programme has ended, the institution still prides itself on the international opportunities it created through the programme.

Focusing on the global market could be positive because it could enable graduates to circumvent the gatekeepers in the Ghanaian translation industry and open their eyes and doors to employment opportunities beyond Ghana. Kwame (DU) believed that he had been unsuccessful in his application to work as a translator for a reputable international organisation

because his experience was domestic: *They had no problem with my qualifications, but they only see that my internships, I only worked for local people.* He believed he would have stood a better chance of being appointed if he had had the opportunity to do an internship outside Ghana.

However, it appears that, by focusing on the global market, the university lost sight of the demands of the Ghanaian market and the need for graduates to establish connections with the gatekeepers to the industry. Furthermore, official documents do not mention practicum opportunities. The competition for jobs in the global market is fierce, and it is unlikely that every young graduate will make it into international organisations after graduation. Those who end up looking for jobs in Ghana struggle to find their feet and may give up entirely, as evidenced by the words of Elery (DU): *once you leave school, you are lost. You don't know where to look. You don't know where to go.* A balance of the two approaches – local and global – would probably be more appropriate for enhancing students' networking capabilities, thereby enhancing their job opportunities, whether domestic or abroad.

While Dr Morrison presented her institution's perspective of networking as partnerships leading to employment in the global market, Ruth (GU) presented an entirely different view of networking – that of an immersion programme that aimed to provide participants with opportunities to experience linguistic and cultural immersion in both anglophone and francophone environments: *The Ghanaians go to a francophone country for an immersion programme. And then the francophones are supposed to go to an anglophone country.* According to Ruth, GU fosters a different type of collaborative experience through language immersion programmes that expose students to linguistically and culturally diverse situations.

In contrast, Dr Darko of BU presented a different view of networking, in the form of networks among academics who share the same research interest, for which seminars are organised for students to share their research with others who are research-oriented to receive feedback and criticism in a bid to enrich their research: *Seminars are basically about research. Research is improved when the idea you have developed is shared with other people who are also research-oriented.* Seminars provide a platform for students to share ideas with others, thereby creating a collaborative environment. The quote implies a community of research-oriented individuals exchanging ideas to enrich each other's work. Through the sharing of ideas, students learn to listen to the views of others, which contributes to improving their interpersonal skills.

From the above quotes, it is evident that the curriculum designers found it valuable for students to develop collaborative skills, though they highlighted distinct facets, possibly under the influence of the objectives of the various programmes. While Dr Morrisson (DU) underscored the value of partnerships and collaborations with external organisations as a means of expanding students' networking opportunities and facilitating internship and job placements, this perspective was not reflected by curriculum designers at GU and BU. This may be because the translation programme at DU is oriented toward training highly skilled translators for the global translation market. Though GU is also involved in training professional translators, it was established as a language institution "to teach foreign languages to promote Pan-Africanism and cordial relations between Ghanaians and foreigners" (GIL, n.d.-b), which explains the focus on language immersion. Dr Darko (BU) represented an institution that aimed to train academics, therefore the allusion to collaborative learning and networking in the academic community through seminars.

It is evident from the discussion that the overarching objective of an institution influences its concept of networking and results in an overemphasis on the aspect that aligns with its objective. This could be a disadvantage for graduates of the programme; for example, a student who graduates from BU and received exposure mainly to the academic network but who wants to venture into professional translation may struggle because they lack exposure to both local and global industry networks.

In this case, we could ask why a student wishing to venture into translation would enrol at an institution that is focused on training teachers of translation. The answer is simple: The study found that most students chose their institutions for convenience or proximity to their place of work or residence without giving much thought to the institutions' goals. Institutions are, therefore, doing students a disservice by fixating on their objectives to develop a particular aspect of the capability of social relations and not adopting a more open institutional-local-global networking approach.

4.5.1.2.3 Lecturers

This section will explore lecturer perspectives on the role of social relations in learning and the challenges facing it or strategies employed to promote networking in their courses.

a) Networking for jobs

The lecturers at the universities who were interviewed were aware of the importance of networking and social relations for the success of their students in the Ghanaian translation market. For instance, Dr Anderson (DU) said that:

> *One of the issues was penetrability. It is difficult for newly trained translators to have access to jobs because those on the ground they have monopolised the whole thing and it's a kind of network and it's so difficult to penetrate. Unless they have a big job and give you part of it you will not get a job. You can only get something tiny from somewhere.*

Diverse views emerged from the lecturers regarding the efforts of either the training institution or the individual lecturers to expose the students to networking to facilitate their entry and survival in the job market. Dr Anderson (DU) explained:

> *[Graduates] entering the job is really, really difficult and it frustrates them. So, as part of that course we identified that. So, we give them a training, we identified broad-based training to help them before if they want to specialise, they will specialise and also forming networks.*

With the statement *entering the job is really, really difficult*, Dr Anderson referred to the difficulties faced by new entrants to the translation industry in Ghana, which can lead to frustration. Unlike Spain, for instance, where the majority (over 80%) of actively employed graduates work either full-time or part-time for third parties within the first year of graduation and work as freelancers only after years of experience (Galán-Mañas, 2019), the reverse is the case in Ghana. Although there is no empirical data to confirm this claim, data from this study found that very few organisations in Ghana employed translators, which means that many new entrants start as freelancers in the market:

> *The Ghana market itself it's not really a market for translation and translators because there's no actual translation work generated from Ghana per se. Except for these couple of organisations that may recruit in-house translators (Afi, professional translator).*

> *After school I have not worked on a single translation contract for about two years (Gameli GU).*

The situation – of new graduates of translation programmes in Ghana starting off as freelance translators – can be likened to that of the United States. Graduates in both countries may find it challenging to find their first clients. However, the difference is that, in the United States,

having a degree or some translation experience, excellent language skills, and work experience in a technical field may be enough to secure a job in an agency or with a direct client (McKay, 2006, p. 42). In the Ghanaian context, the plight of new graduates is exacerbated by the existence of industry gatekeepers through whom the new entrant has to go to get access to jobs instead of the quality of their work speaking for itself. This situation contributes to the frustration new entrants of the translation industry in Ghana face. As pointed out by the professionals interviewed (see Section 4.5.1.2.1), a young translator in Ghana who wishes to enter the industry as a freelancer needs to be promoted and recommended for jobs by translators already practising. To address the challenge and ensure graduate penetrability of the market, Dr Anderson underscored the importance of forming networks in addition to broad-based training. This view implies that having translation skills alone is not enough to land a student a job as a translator in Ghana; building professional connections and networks is considered extremely valuable for mentorship and career advancement.

In this regard, Evans (UG) underscored the importance of networking and connecting students with international organisations to enhance their job prospects. He acknowledged the challenges of breaking into these organisations without connections but advocates for establishing collaborations that could provide more opportunities for students.

> *it is always important to create the link. I'm talking about exposing our students to international organisations and helping them get in touch with people who are already in those organisations for internship opportunities and for some employment opportunities. Even I know that these days, and it is almost impossible to join certain organisations if you do not belong to a network. So, I think that is important that we try to at least have some collaborations with such institutions … Your survival as a translator after school would depend on your ability to interact … and networking … this industry, it's all about networking. So, we feel that our students should form teams, they should start building their teams now, but not just focused on where they are [name of the institution]. They have to look outside (Evans, DU).*

These quotes underscore the significance of networking in the translation industry. Networking is presented as a key factor in success, implying that connections with others in the field can lead to opportunities, collaboration and professional growth. Nonetheless, networking itself can be inherently exclusive and has the potential to disadvantage graduates in the periphery of established communities, as Evans explained: *it is almost impossible to join certain organisations if you do not belong to a network.* Hence, training institutions need to create networking opportunities for their graduates.

Evans' recommendation that students form teams and start building them early indicates a proactive collaboration approach. This could involve working together on projects, sharing insights and collectively enhancing skills. The advice for students to avoid focusing solely on their immediate environment (the university) but to look outside implies the importance of building a diverse network and the role social relations play in shaping students' career prospects. This suggests that connections should extend beyond local boundaries to give students a broader perspective and more opportunities. By forming teams early on, students are encouraged to establish professional connections that can benefit them throughout their careers. However, despite lecturers admonishing or recommending students to build networks, it did not appear that the lecturers exerted pedagogical efforts to help students form networks for jobs; the only evidence was rhetoric such as *I tell them to* or *we feel that*. For instance, Asamoah (GU) said, *I tell them how they have to start their career as freelancers, what to know, where to try and work.* Even when lecturers provided practical assistance, students felt the efforts left much to be desired (see Section 4.5.1.2.4).

b. Networking to develop expertise/teamwork

Like the professionals, the lecturers I interviewed recognised that the translation industry and translation tasks are collaborative in nature. Hence, working together is more productive than working in isolation. According to Asamoah (GU), *I talk about the fact that is teamwork, so you may receive 20 pages and if you see that you are busy right now you should know or try and get to see the person who can be your partner.* This quote highlights the importance of a community of practice for a translator's success. With this view, lecturers acknowledged that the real world of the translation industry demands building the collaborative skills of students. However, it appears that, although lecturers were aware of the role of teamwork in sharing large projects, in terms of actual implementation in the classroom, they viewed group work as necessary for pedagogical reasons because it helped students learn better. The aspect of creating a chain to work on various parts of documents remained something they *talk about.*

Richlove (GU) attested to employing group work as a deliberate teaching strategy because she believed that students learned better that way and that it complemented their strengths.

> *I make them work in groups a lot and then sometimes too they do individual translation. I noticed that for the individual translation, they don't really do well … I came up with this approach because I noticed that when it comes to translation, the main purpose is to deduce the meaning of a text and to be able to translate such meaning to the other language. And some*

> *of them have a higher understanding of what the intended meaning of a text is. So, when they come into a group like that and they discuss, it helps them to produce a better text.*

The situation described here is that of joint interpretation leading to successful translation, which aligns with Kiraly's (2000, 2015) assertion that students learn best when they are placed in engaging, realistic environments requiring them to collaborate with their peers and receive support from experienced teachers. Richlove acknowledged that students face challenges when they work on translations individually, including linguistic constraints and limited resources. Therefore, collaborative learning in the context of translator education is seen as a way to complement students' varying levels of proficiency and understanding. Lecturers acknowledged the relevance of harnessing linguistic diversity and group dynamics in the classroom by utilising students' combined knowledge and abilities. Groupwork can help students learn from each other and develop a deeper understanding of the text.

This discussion highlights the role of context in enhancing students' translation capabilities. Richlove adapted her teaching approach according to the specific contexts of students' limitations by recognising that one-size-fits-all methods might not be optimal: *We have francophones and anglophones amongst them who are good, and I think when they do the group work, they come out with a better translation*. By moving to group work, Richlove aimed to improve the capabilities of all students by focusing on social justice instead of privileging students with stronger individual resources.

Like Richlove, Edmond (DU) employed teamwork as a pedagogical tool: *I mostly give them the text maybe a week or two to they all try to translate sometimes maybe in pairs or sometimes individually they translate.*

Richlove and Edmond employed teamwork for different purposes, as influenced by their contexts. It is significant that Richlove, who taught at the undergraduate level, with approximately 56 students, used the word group work, whereas Edmond, who taught at the Master's level, with approximately 10 students in a class, specified "in pairs". Furthermore, Edmond's approach to the translation task prioritised individual agency and independence; he assumed that the graduate students had sufficient resources and capabilities to translate effectively, even with limited support (a student-centred approach), whereas Richlove's approach highlights the importance of collective capabilities and meaning-focused communication. Richlove recognised individual limitations and leveraged group work to support understanding and collaboration (a development-oriented approach).

Another benefit of a group is enhancing students' agency and participation. Through group work, students are empowered to participate actively in the learning process, thereby contributing to their unique capabilities and learning from each other. However, considering that group work is given to students as take-home assignments for a week or two, as Edmond (DU) explained, the lecturer cannot supervise the extent of individual student's participation in the given task. The aim of developing students' unique capabilities and ensuring active participation will be hindered if a student working in collaboration with others does not exercise their agency (Storch, 2001). This indicates that while cooperation is beneficial for ensuring equitable participation and improving students' academic performance (Hassan et al., 2023), not all students benefit from group or pair work (Zariski, 1997), or even prefer it (Baleghizadeh & Rahimi, 2011). This is why it is vital that Richlove and Edmond said that they tasked students to work individually and in groups. A balance of approaches will help to promote collaboration and knowledge sharing for social justice in learning. Moreover, it is unclear whether students' agency is fostered by forming groups and how the level of agency influences collaborative learning (Chapman et al., 2006; Ciani et al., 2008).

Richlove's teaching method seems to have been informed by her understanding of the goal of translation, which is to *deduce the meaning of a text and to be able to translate such meaning to the other language*. Richlove acknowledges that individual translations often fail to capture the intended meaning because students lack vocabulary or resources. By prioritising meaning and communication, Richlove's understanding of translation promotes students' critical thinking and analytical skills. They learn to interpret texts beyond a surface level and express the meaning accurately in another language. Groupwork fosters students' development by fostering collaboration, knowledge sharing and peer learning, as well as the understanding that translation is a dynamic process, not just a solitary task. There is a strong synergy between Richlove's teaching practice and her definition of translation, which supports the literature cited in Section 2.2, namely that the lecturer's perception of the teaching and learning process influences their pedagogical approach.

Furthermore, Richlove and Edmond's adaptation to group work demonstrates the flexibility and adaptability inherent in the HCA. By recognising that student capabilities vary, Richlove adjusted her teaching methodology to create a more inclusive and effective learning environment where everyone can contribute and develop their understanding of translation.

Another network approach employed by lecturers to help students develop their capability for social relations is through activities based on deliberative dialogue. One such activity is workshops, during which students present their work and learn to receive feedback and criticism from their peers and lecturers. Asamoah (GU) explained: *When you get feedback, yeah, you get to see, like, the mistakes that you you've done … So, before your peers or juniors or seniors, you need to learn how to defend your translations*.

Feedback is a crucial element of the translation process. According to Asamoah, the classroom network approach provides an avenue for providing and receiving feedback. Reviewing one's own work before external evaluation by peers and lectures exemplifies self-reflection and internal control, which are essential aspects of agency and capability development. Asamoah emphasised that mastering translation procedures and techniques was the foundation of delivering accurate and competent translation, and feedback serves as a tool for improvement, providing insight into mistakes and areas that need to be refined. This view aligns with Freire's (1970) assertion that translator training institutions should adopt a "democratic pedagogy" approach to ensure that, while they train students to believe in their translation skills, students are also empowered to accept their weaknesses, to participate in an open and honest dialogue and to give and receive constructive feedback (Brown & Jarldorn, 2024). In this way, students' mindset about the value of working together is transformed, and their capabilities for continuous learning, professional growth and financial well-being will be enhanced. This practice also introduces students to the standard procedures of the professional world, where reviews are done to ensure the accuracy and quality of translated materials: *Even at the work level in translation agencies, when you translate a number of documents before they go out, you have a dedicated day that the reviser reviews all of them* (Afi, professional translator).

Although it is not clear whether students are made aware of the value of feedback, defending translations before their peers and other lecturers presents translation as a social practice, not as a purely individual practice, which aligns with the notion of capabilities, not only individual assets but also influenced by social interactions with communities. This notion highlights the relevance of developing students' interpersonal skills through group or pair work. The idea that *survival as a translator after school would depend on your ability to interact with people* (Evans, GU) emphasises the practical and professional relevance of interpersonal skills. It implies that success in the translation field is not dependent on linguistic proficiency only, but also on the ability to effectively engage with others.

In addition, as students work to identify errors and points for improvement in other people's work, their capability for continuous learning is enhanced. However, questions of power dynamics between the agencies of the actors (students vs lecturers) may be raised. This study lacks information on whether lecturers imposed their views on students or whether students' defences of their choices were considered. The former would hinder students' capability for exercising agency and autonomy, whereas the latter would foster their capability for exercising agency and autonomy.

4.5.1.2.4 Graduates

In this subsection, I will analyse student perceptions of the importance of social relations in their learning and how well the curriculum facilitated interactions.

a. Networking for jobs

The value of networking as a springboard to the job market appeared strongly among the students, and, for Kwame (DU), it informed his choice of institution of study. Kwame said he chose to study at DU, which was then a member of the PAMCIT consortium, because of the hope of building a wide international network after school and ultimately enhancing his employment capability. *The course was tagged with PAMCIT, so … programme should create avenues for you to work at top institutions … because that's where you can really network and then put you at a certain scale.* Although the translation programme at DU enjoyed PAMCIT-affiliated status at the time of Kwame's enrolment, the anticipated benefits, including networking opportunities and direct job placement with international organisations, as implied by Dr Morrison (DU) (see Section 4.5.1.2.3), did not translate into reality for him. He says this hampered his employment prospects, particularly with international organisations, because he lacked exposure to the international field of work. Kwame reports that, despite strong academic credentials, graduates may face challenges in securing international jobs because of a preference for direct experience in international employment. This highlights the importance of networking and connecting with the global translation industry.

When a student chooses an institution because of promises that it would provide wider networking opportunities through formal or informal advertisement by the institution, it brings to the fore the need for universities to deliver on their promises or to be specific about what it can and cannot offer in the course of the admission process, so that students can manage their expectations. Unfulfilled promises can lead to feelings of frustration and distrust, which can potentially demotivate students and hinder their engagement in the programme. Furthermore,

overemphasis on external factors such as PAMCIT affiliation but not delivering on promised advantages can undermine students' sense of agency and their belief in their own abilities to secure good opportunities through their own efforts, as can be deduced from Kwame's assertion.

Kofi (DU), on the other hand, pointed out the benefits he received from doing an internship with an international organisation because he *networked with other translators* who, according to him, sent him translation jobs and became his *first clients*. This means that institutions can facilitate entry into the job market for graduates by entering into partnerships with organisations that require translation services. The reverse would mean that graduates face more significant challenges finding jobs as translation service providers in an unstructured translation market such as Ghana.

Graduates of GU, in particular, lamented the shortage of or inadequate networking opportunities related to their institution. Gameli (GU) believed *more could be done at GU. Translation is a seriously marketable product on the market. Better connections with institutions that can employ the students.* The words of Gameli imply a desire for improved connection between the institution and potential employers. Gameli also underscored the importance of employability as a key outcome of education; Gameli was interested in initiatives that directly contributed to students securing jobs in the translation field. The emphasis is on more internship opportunities, partnerships or pathways that facilitate direct transition from the classroom to employment, particularly for students who struggle to network.

Nii (GU) and the other three GU graduates believed that lecturers and management of the institution could easily create networking opportunities for students. Nii interpreted the shortage of networking initiatives at GU not as a systemic failure but as an unfair manipulation of the system to the advantage of the lecturers. He believed lecturers and management had the resources to create networking opportunities for students because of their links with relevant organisations. Yet, they deliberately failed to take steps to help students, thereby limiting students' capability to penetrate the industry. This means that lecturers also act as gatekeepers who have the potential to influence access to industry opportunities.

b. Social relations as teamwork

Graduates valued the opportunity to work with and learn from others, the opportunity to form an association and to move beyond their comfort zones. Teamwork, for the graduates, emerged not as an opportunity to share large projects or develop expertise as expressed by the

professional translators or as a pedagogical tool for facilitating learning but rather as providing an environment for passing a course and an opportunity to enhance students' agency and voice.

Graduates highlighted the importance of teamwork in fostering shared agency, voice and social relations, which, in the end, promotes a more just and equitable society. Kuuku (GU) placed significant emphasis on teamwork in the context of the translation process, which is one of the experiences he cherishes from the institution, as it enabled students to pass the translation course. According to Kuuku,

> *Throughout GU, one, I think it will be teamwork. Even after your translation. You think your translation is good. It's always safe to allow someone else to go through for you and tell me where I went wrong and all of that. So, one is teamwork.*

The use of *throughout GU* suggests that teamwork was a consistent theme in the education setting. The assertion also suggests that having someone else review their work helped students actively seek collaborative input to achieve a more refined final product. Kuuku's statement highlights the individual's agency in producing translations (*You think your translation is good),* and also emphasises the importance of shared agency through collaboration *(allow someone else to go through for you).* This suggests that individual translation capabilities were enhanced and refined through interaction and feedback from others. *Tell me where I went wrong* suggests that, for Kuuku, teamwork contributed to his well-being through the achievement of desired outcomes. This aligns with the focus of the HCA on expanding individuals' functioning, in this case, improving translation. Furthermore, the statement indicates that social relations are important for achieving well-being, which is shaped by social and institutional context. By encouraging teamwork, GU contributes to social justice by creating opportunities for individuals from varying backgrounds to contribute to the translation process so that everyone can develop their human capabilities, such as translation skills and interpersonal skills, to the fullest.

In echoing the thoughts of Kuuku, Gameli (GU) was thankful for the teamwork approach employed by the lecturers in the classroom: *There are a lot of group discussions that happen … I like that one very much … In the group assignment, what's interesting is that you learn how to interact your opinion and views.*

This statement indicates that students were encouraged, through group assignments, to articulate and share their opinions and foster social justice by promoting a classroom

environment that values diverse perspectives. In the end, students can develop interpersonal skills, enabling them to participate more effectively in various social situations and have the potential to achieve better outcomes.

In addition to teamwork enhancing students' voice and agency, Gameli adds another dimension by emphasising how relating to others made the course *interesting* for him. For Gameli, the group activities employed in the class contributed to his well-being by meeting his need for intellectual stimulation and social interaction. It would be interesting to know whether everyone is made to feel comfortable sharing their opinions and whether power dynamics prevent some individuals from participating fully.

Like Kuuku and Gameli, Elery (DU) points to a time when they had a subtitling task that had to be done in pairs. Elery had a focus on teamwork, and learning from colleagues was presented as a key for acquiring new skills, thereby echoing the view of HCA that social interactions are crucial for expanding the various things an individual is enabled to do.

> *I think I also learned a lot from my colleagues because you know when the lecturer is teaching in class You don't always get everything, so working in groups, especially with the subtitle, I got to know certain principles and subtitling that I didn't know (Elery, DU).*

Elery's utterance shows that working with peers allows for mutual exchange of knowledge among peers. Through interaction with a knowledgeable colleague, Elery was able to perform subtitling activities and access new opportunities. She emphasises how diversity significantly expands human capabilities by creating opportunities for individuals to benefit from each other's skills and knowledge. This corroborates what the lecturers and industry players said about teamwork helping to leverage each other's limitations, underscoring the importance of teamwork for learning and showing that students have lived the experience and appreciate it and would not hesitate to work in a team.

c. Networking for personal growth

In addition to opportunities to develop social relations in the classroom, Gameli (GU) highlighted another perspective not mentioned by the lecturers or the other students. Gameli explained how time spent serving on a school committee helped him balance individual preferences and expand his learning and employment capabilities by engaging in uncomfortable activities. He describes it as a *good time*, which involved *making some friends*. He added:

> *I like spending a lot of time alone, but it was great in taking me out and meeting other people. I was doing things that I don't feel comfortable in doing, you know, and yes, I guess you learn from that you know, wanting to do things well, pushing yourself.*

While Gameli enjoyed spending time alone, his role as a committee member enabled him to expand his social capabilities and find a balance between individual preferences and exploring options beyond his comfort zone. The quote is also evidence of personal initiative to engage in activities that challenged and pushed him beyond his limits, underscoring the HCA concept of personal agency in pursuing self-improvement. Socialising outside one's comfort zone equips one with new skills and experiences and could expand one's social network and confidence. This means that creating opportunities for students to take up leadership roles outside the classroom can positively impact their social engagement; their ability to utilise that opportunity cannot be overemphasised.

Like Gameli, Edward believed that taking a leadership position boosted his confidence and exposed him to industry people. Subsequently, he landed an internship while he was still in school.

> *Majority of students don't put much effort in taking a leadership position, but I believe that leadership is not just about occupying a post but getting a new skill so, I think it has built my confidence, first, to face certain challenges, to think more about certain aspects, to understand students in general … also gave me exposure in many aspects. So, once I completed the school, it was easy for me to get internship with one diplomatic institution.*

The value attached to exposure suggests that learning goes beyond academic knowledge and encompasses understanding various issues. Edward challenged the traditional view of leadership as only occupying a position and emphasised acquiring new skills instead. This view underscores leadership as conceptualised in the HCA: doing and being. Edward expressly identified confidence as a key benefit of taking on leadership roles. According to the HCA, self-confidence is an essential pillar in pursuing goals and expanding capabilities regarding various aspects of one's life. Edward presents facing challenges as valuable learning experiences achieved through practical engagement. He made a direct correlation between the leadership role and the ease with which he secured an internship opportunity, ultimately enhancing his qualifications and employability, thereby demonstrating how leadership roles can translate into actual opportunities. For Edward, the leadership role instilled in him the desire for continued personal growth, aligning with the HCA's lifelong learning impetus.

These testimonies demonstrate that institutions can play a role in creating opportunities for students to develop leadership capabilities, which can open doors for new possibilities and expand individual agency. However, as Edward observed, many students might not actively seek out leadership roles, underscoring the importance of student agency in achieving valued capabilities. Students will not naturally gravitate towards leadership unless they perceive a need for or personal value in it. Therefore, while institutions should not be solely responsible for stimulating student motivation, they can offer a variety of leadership opportunities in academic and extracurricular spheres to cater for diverse student interests and abilities. They can also sensitise students on the benefits of leadership experience and how it can contribute to developing valued capabilities.

Networking is also seen as being vital for pursuing further studies and achieving personal growth. Edward (GU) believed that the absence of synergy or partnership between translator training institutions in Africa and his institution limited his opportunities to continue his education in another African country and open up more networking opportunities.

Students at BU did not mention networking, except for Steph, who was of the view that her institution should introduce internships as a way of introducing graduates to the Ghana Association of Translators and Interpreters (GATI). It was not until she started her postgraduate studies that she heard someone mention the association and had to look it up on Google; she found this quite unfortunate: *When you finish school and you want to join [the Association] or I don't know, something, then maybe they get you some resourceful materials … or something.*

The limited awareness of GATI raises concerns about fairness and equality of opportunity. For Steph, joining GATI could provide opportunities to network and connect with people who could offer valuable resources. This also shows her belief that joining GATI could provide opportunities for ongoing education or skills development beyond what could be obtained in the classroom. The use of *I don't know, something* underscores her lack of clarity about joining GATI and its offerings, which indicates that access to knowledge and networks can be vital for individuals to pursue their chosen paths and contribute to society. The failure of BU to mention or introduce students to GATI may be attributed to the fact that the institution does not aim to train professional translators, only academics. How can a potential translator trainer introduce her students to an association she knows nothing about? By being overly focused on its core objective, BU limited Steph's choice and information access, thereby limiting the possibility of her establishing social connections, her future employment options and her informal

development beyond formal schooling. It, therefore, behoves institutions to consider students' need for broader opportunities in their journeys as actors in society.

d. Social relations for support

Students expressed how they viewed social relations as a platform for receiving support from their lecturers and institutions and how the lack of it limited their opportunities for individual growth, skills development, knowledge acquisition and development of motivation: *The supervisors too, they are too busy So you can't get the best out of your supervisors. The kind of advice, contributions you need from them, you don't get (Robert, BU).*

Robert referred to how supervisors designated to guide students to write their dissertations were occupied with other businesses and failed to give them valued support. The presence of a supervisor (a resource) did not automatically translate into adequate supervision (a capability). The absence of adequate supervision, in this case, imposed limitations on knowledge and skills development. Although this supervision model can foster independent thinking, decision-making and active learning, it is not necessarily beneficial for all students, particularly those struggling with writing up their research. This highlights the importance of access to guidance, mentorship and knowledge sharing for individual growth for those who find it a valuable capability. Robert compared his experience at BU to another person's experience outside Ghana, thereby emphasising how social context can influence access to a fairer distribution of resources and the conversion of those resources into capabilities. In line with students' expectations for support for individual growth, Gameli echoed the same expectation but highlighted how his personal motivation helped him overcome the limited support.

> *Gold University is a good school. I would say if you're a good student, you would learn well. But if you are the one who should be motivated, GU will not be the best place for you. No one will. You have to be motivated.*

Gameli's words highlight the likelihood of institutions and lecturers adopting a passive approach to nurturing students' human capabilities. The ability of self-motivated students such as Gameli to derive internal desire and passion to succeed should not lead us to underestimate individual differences and the crucial role institutions play in fostering the development of all students, not only the self-motivated ones. The institution's emphasis on positive learning outcomes for self-motivated students means there are limited supportive networks and mentorship opportunities and a focus that is solely on individual initiative. This lack of social

engagement with students could further disadvantage students from disadvantaged backgrounds, who may require additional support to unlock their full potential.

Having explored the significance of social relations from the perspectives of participating stakeholders, I will now briefly discuss the hidden values embedded in the curricula, as inferred from participant responses.

4.5.1.3 Hidden curriculum

This section will consider how implicit messages or classroom practices might influence social interactions. The curricula of all three selected institutions promote constructive feedback geared to enhance student translation, presentations and/or research work. This approach may prepare students for the feedback system that characterises both academia and industry and foster mutual respect among students. Additionally, it can help students develop a growth mindset and acknowledge their areas for improvement. Furthermore, student-student interactions during group work create a sense of belonging in students, help them to realise the advantages of collaboration and offer an opportunity for students to build their emotional intelligence.

4.5.1.4 Synthesis

While all three institutions incorporated teamwork and collaboration through group projects and discussions, there is an opportunity to deepen students' social relations skills. The absence of student interaction with professionals outside the classroom, particularly in the case of BU and GU, can negatively affect their ability to build professional networks. Therefore, extending collaboration beyond the classroom to industry professionals could provide valuable real-world experience and enhance interpersonal development.

4.5.2 Having economic opportunities

In the HCA developed by Amartya Sen, capability for employment (having economic opportunities) refers to a person's ability to participate in the labour market and engage in activities that are valued in society. This includes skills, knowledge and opportunities that enable individuals to pursue meaningful work and contribute to their communities. Key aspects of the capability of employment include access to quality education, ability to adapt to changing labour market demands, access to employment opportunities, personal agency, occupational choice and ability to negotiate working conditions.

The HCA not only focuses on earning a livelihood but also argues that the individual should have the capability to engage in work that is meaningful and valued and contributes to their overall quality of life. It recognises that individuals' abilities and opportunities are shaped by social, economic and political factors and that policies and interventions should aim to empower individuals to achieve full employment potential.

In the following subsections, I will examine how the selected curricula foster the capability for having economic activities and also analyse participants' perspectives on this capability.

4.5.2.1 Document analysis

All three programmes highlight potential career paths for graduates. BU advertised opportunities in sectors such as "Foreign Affairs, Science & Technology, Immigration, jobs within ECOWAS, Africa and the UN" (KNUST, n.d.-a). DU focused on roles such as freelance translation, corporate translation, translation within international organisations and language service provision. GU specifically mentioned translator and interpreter positions at international bodies such as the United Nations, the African Union and ECOWAS.

Regarding exposure to the world of work, DU offered practical exposure through internships, while the curricula of GU and BU primarily emphasised theoretical knowledge, thereby limiting student opportunities for real-world application and the development of employment capabilities.

In terms of working languages, the programmes offered language training that aligned well with regional and global language demands, which suggests promising career prospects for graduates hoping to enter the translation industry.

4.5.2.2 Stakeholder perspectives

By asking questions such as, In your opinion, which language pairs are in high demand in Ghana? What kind of translations do you get to do/texts do you get to translate? What other job opportunities are in Ghana for translators? I sought to understand the dynamics of the market and the opportunities available. For the lecturers and curriculum designers, questions centred around how they prepared their students for the market and what economic activities their students could engage in, while interviews with the students focused on how well they thought their training prepared them for the world of work.

The capability to engage in economic activity was expressed by participants in terms of employment avenues (availability of translation jobs for trained translators in Ghana, other employment avenues, versatility of translation graduates), challenges young translators faced trying to penetrate the market and global opportunities. The pie chart in Figure 4.3 is a visual representation of the key themes that emerged from the interviews. Employment avenue occupies the largest portion of the pie chart, indicating that it was the theme most frequently discussed by participants. This suggests that employment opportunities and career prospects are a major concern for students and other stakeholders in Ghanaian translator education. A significant portion of the chart is dedicated to challenges students face upon entering the job market, suggesting that addressing various obstacles is a key priority. The smallest portion of the chart relates to opportunities beyond Ghana, indicating that, while international opportunities are considered, they are a less prominent focus than employment avenues and challenges.

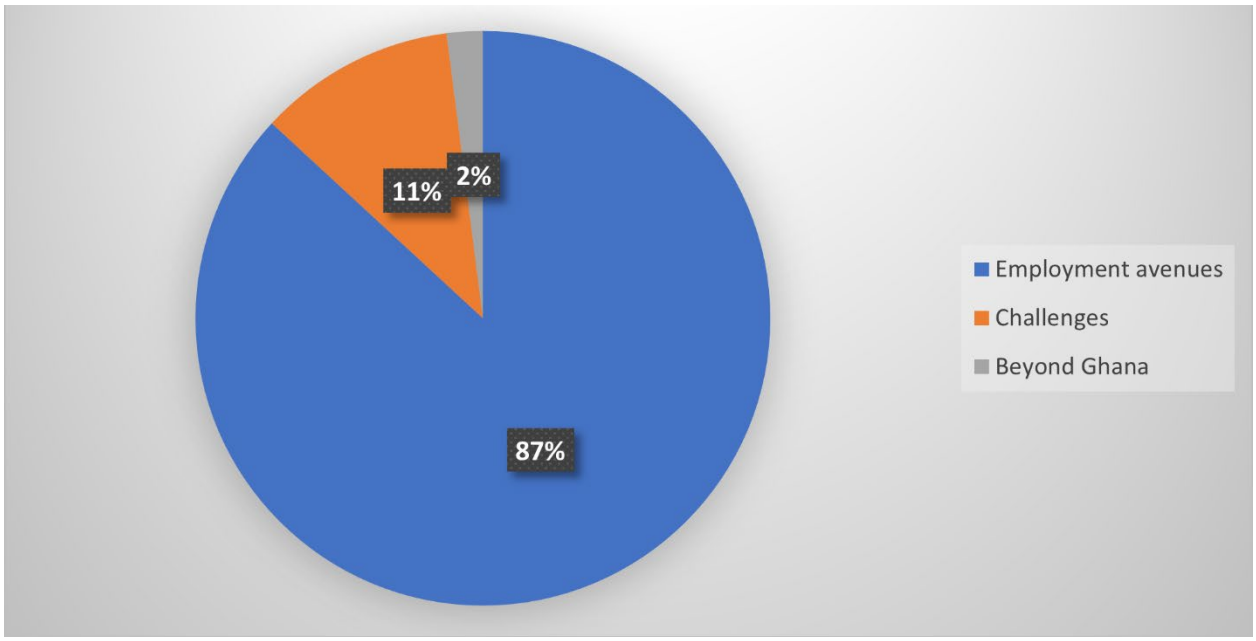

Figure 4.3: Schematic representation of the capability for having economic activities based on number of references

Based on the above discussion, the subsequent sections seek to address key questions that emerged in my own thinking:

i) How do training institutions equip students with multiple skills?
ii) Are the multiple skills focused on meeting specific demands of industries?

iii) Are students aware of the other economic activities they can undertake if they do not end up as translators, or can do in addition to being freelance translators?

iv) Do students feel empowered to take up other economic activities in addition to translation?

4.5.2.2.1 Professionals

a. Availability of translation jobs for trained translators

In terms of employment avenues for translators, the professional translators interviewed reported that, in Ghana, there were not many organisations that hired the services of full-time translators because organisations were not willing to pay much for translators' services. However, the issue appears not to be about the willingness of the organisations to pay, but rather, that the rates of professional translators, which are often set in US dollars and based on European benchmarks, simply exceed what many African companies can afford. These assumed rates could inhibit the capability to find employment. The solution might lie in a more contextualised approach that looks at the economic realities of Ghana, such as pricing in Ghanaian cedis instead of US dollars.

Furthermore, what Afi, a professional translator with over 40 years of experience, said made me wonder why more than three institutions are training translators if there is no market for the services of graduates in Ghana. Are the universities in touch with reality? Do they just enrol students to make money, and not for having a realistic chance at finding a job? Is it assumed the students/market will sort it out?

> *The Ghana market itself, it's not really a market for translation and translators because there's no actual translation work generated from Ghana per se. Except for these couple of organisations that may recruit in-house translators while interpreting is more open because of conferences coming in.*

The limited opportunities for translators impose limitations on fair and equitable access to the economic benefits of their skills, particularly in terms of job security, financial stability and social protection. Unlike doctors, nurses and pharmacists, who are, upon graduation, likely to find permanent employment in the public or private sector, with its associate benefits, translation graduates will be saddled with the burden of chasing non-existent freelance jobs. This means that, in such a challenging environment for translators in Ghana, not all translators who wish to practice their profession will have the freedom to do so. Their access can be

influenced by their connections with employing organisations or more powerful individuals in the profession, as alluded to in Section 4.5.1.2.1.

All four professional translators I interviewed acknowledged that, because of the limited local demand for translation, most translators work as freelancers, primarily as consultants, by offering freelance translation services for organisations outside Ghana, mostly international organisations such as the World Health Organization, the African Union and ECOWAS. On the one hand, this could be viewed positively because, in an increasingly global economy, freelance translators, although they are based in Ghana and not bound to any organisation, have the freedom to earn an income and develop their careers outside the country. On the other hand, while freelance work allows translators to utilise their skills, the lack of a steady income and benefits for new entrants who are searching for clients could affect their ability to achieve financial security and well-being. Furthermore, the financial and professional well-being of freelance translators who lack the skills to actively seek and secure freelance projects could be affected. This means that translator training institutions should consider including marketing and business development, as well as financial management aspects, in their curricula to enhance their opportunities to achieve financial security and stability. Mabel explained:

> *In Ghana, I think that one of the major things we need to learn as translators because mostly we are trained to become freelance and not work for organisations, is the entrepreneurial skills because most of us don't even know how to start a business, and the translation job is a business.*

b. Relying on other sources of income

Because translation-specific jobs are not readily available for translators in Ghana, freelance translators have to rely on other sources of income for their financial well-being. Afi expressed that *you cannot just sit in Ghana and think that the work would come as a translator. You see that is the reason why many of the translators here are also pseudo interpreters.* She added that many conferences were taking place in Ghana and required the services of interpreters rather than translators. This meant there were good opportunities to find work as interpreters, and this has led to many translators becoming interpreters, or what she calls *pseudo interpreters* – people who were not trained as interpreters but who were translators who, out of necessity, started working as interpreters, sometimes providing low-quality services until they gradually mastered their craft. However, developing interpreting skills is not, in this case, an enriching choice but rather a forced necessity caused by limited translation opportunities. The capability

for choice of occupation is, therefore, limited because it is fashioned by the system, while the ability to negotiate working conditions is hindered when trained translators eventually make it to the gatekeepers' roster.

> *Majority do not end up being translators. They start doing other work before somebody will call them that … come and join me (Abugri).*

> *They do not just stick to translation because that doesn't give them anything. So many of the Ghanaian translators are interpreters as well. Some of them, went to the school of translators, came out as translators. But then they've been working as interpreters. And with the years they've become accepted (Afi).*

However, by diversifying their craft, a translator is able to expand their functioning, potentially increasing their income and career stability. Mabel said:

> *In our part of the world, most people don't even know the difference between a translator and interpreter, so they just contract you and then you are there, and then you wouldn't want to disgrace yourself by just telling I'm a translator. No. Mostly people want to take the risk and see how it will go just so tomorrow they will call you again. So people will go for that.*

The *pseudo interpreter* situation is influenced by the fact that clients in Ghana are willing to hire translators to interpret, even if the translators are not trained to do interpreting. This, according to the participants, is because of a lack of awareness on the part of clients of the different skills and training required for each profession. While it can be argued that the context provides translators with the flexibility to diversify into interpreting without the added burden of being trained, at the same time, such demands add to the pressure translators face in the translation market. This is because, as Mabel said, translators would have to *take the risk* of venturing into a field other than the one for which they were trained. This situation highlights the reliability of the translator to diversify regarding their personal agency and risk level. Mabel's assertion also underscores the need for translators to develop multiple skills. Solutions offered by training institutions should include equipping students with diverse skills that would enable them to tap into other available opportunities, particularly interpreting.

From the discussion above, a question that comes to mind is, Are there opportunities for translation students in Ghana to develop their interpreting skills while they are in school? The answer is yes. But to what extent does this training prepare students to tap into the interpreting opportunities in Ghana? It appears that efforts by training institutions to equip students with

interpreting skills mostly end in Introduction to Interpreting, which does not expand students' employment and income opportunities. This issue will be explored further from the perspectives of lecturers and graduates (see 4.5.2.2.3 and 4.5.2.2.4).

In addition to working as interpreters, translators in Ghana tend to rely on their ability to harness their language potential as well as their soft skills, which are not limited to their professional skills. This was reported by all four categories of stakeholders interviewed, that is, professional translators, lecturers, graduates and curriculum designers. As a translator, particularly a freelance translator, in Ghana, someone can exercise their agency to achieve a wide range of functionings by combining their translation skills with other pursuits because they have control over their work and life choices. This echoes the way the social context enhances freedom and choice – two important metrics of well-being of the HCA, and also promotes social justice.

> *As a translator you can do so many other things. Apart from translation, I know a lot of colleagues who are journalists. I know colleagues who are famers and they are translators (Destiny).*

Destiny added that some of his colleague freelance translators are *journalists, farmers* and *teachers,* while others do *secretarial* and *administration* work, as many other translators across the world do (Paloposki, 2016). Abugri and Afi also mentioned teaching and jobs in marketing and tourism.

These perspectives contradict conventional measures of well-being, which usually depend on wealth and material possessions. The HCA advocates for taking into account the spectrum of valued capabilities and functions that people can access rather than limited metrics such as gross domestic product.

However, diversification is not always a result of the translator's individual choice or a sign of well-being; instead, it is a coping mechanism made necessary by limited local opportunities. *Some people, too, who don't find work, who can't work as a translator, if the job doesn't come, will look for a job, it'll be something else altogether, but at least it's a job* (Afi).

To ensure social justice as conceptualised by the HCA, diversification of occupation should be enabled by proper training, equitable access to resources and market support.

c. Looking beyond Ghana for economic opportunities

The capability of having economic activities was also expressed in terms of global opportunities. While only Afi highlighted the need for translation graduates to find work outside their home countries, the career trajectories of all the professional translators seem to buttress this point. In a context such as Ghana, where access to permanent, stable employment for translators is limited, graduates can utilise their skills to offer independent translation services. Finding online and offsite jobs can expand graduate career options and improve their well-being.

> *They need to have knowledge about how to expand their horizons beyond their home country. How do I get to work from outside and that is where again your knowledge of things on the internet come into play (Alfi).*

Afi underscores the relevance of digital literacy in utilising online platforms effectively. This could be a hindrance to students who do not have this knowledge. Graduates of translation programmes must be acquainted with global trends, freelancing and online job marketplaces. Furthermore, training in using online platforms and marketing techniques will help improve students' access. It also behoves the entire translation community to fight for a more open and ethical online community that empowers all translators.

4.5.2.2.2 Curriculum designers

a. Employability of translation graduates

In turn, curriculum designers highlighted how readily their graduates were absorbed into the job market; they revelled in the successes of some students and ignored the plight of graduates who struggled on the market as freelancers. *I know that there are number of students who have gotten contracts with big companies. We have some with Samsung and others implanted in different places* (Dr Morrisson, DU).

The mention of success with big companies highlights the potential for graduates' capabilities for employment and financial stability. Dr Morrisson's subsequent words highlight how the institution enhances these capabilities by providing networking support for students. *There are organisations that are willing to take on our students, one, because the former students have a good reputation.*

DU used internships as a stepping stone for students to acquire long-term employment. Furthermore, the role of past students' success and the institution's reputation for attracting

companies seeking talent and, therefore, offering career opportunities for graduates was also mentioned. However, it is unclear what percentage of students were able to secure jobs in this manner. Dr Morrisson seems to have a different view of what the translation market in Ghana offers the graduate; the focus is on the student group who land jobs with *big companies* and not on the many who end up as freelancers or are compelled to take up other jobs. Furthermore, it is unclear what systemic factors influenced access to these opportunities for different groups of students.

While Dr Morrisson (DU) focused on graduates getting jobs with big companies, Dr Osei of BU said his graduates were *easily absorbed by the colleges of education and other institutions in the country*. Although they both painted a positive picture of students' success and the career opportunities available for students, one had a focus on the translation market while the other had a focus on academia. This highlights how institutional objectives (refer to Section 4.2) can contribute to shaping an individual's career path. This systemic arrangement can skew a student's success in a particular direction by becoming an either–or affair, thereby limiting their capability for career choice after graduation.

Furthermore, commenting on graduate career prospects, Dr Osei reported that the programme at BU did not intend to train professional translators but translator trainers, in spite of the programme website advertising translation jobs in media and communication, immigration and science and technology. This inconsistency could create confusion for prospective students, who might be drawn to the advertised career paths only to discover the programme prioritises a different trajectory.

To address these issues, course descriptions should be modified to accurately reflect the content and practice opportunities offered. In that way, the programme can better equip students with the capabilities needed to function effectively as interpreter/translator trainers. Also, the programme should ensure its website and communication with students clearly align with its core goals.

Regarding teaching, the curriculum designers expressed that the majority of translators who decided to teach usually taught languages and not necessarily translation because

> *they have the language and then there is the demand out there because now there are a lot of international schools who always want to have a third language. So, if you have French and a third language, you'd be good (Ruth, GU).*

For Ghanaian translators, knowing French and a third language enhances their employment opportunities with international schools, provides them with an income, career satisfaction and opportunities. French was highlighted because Ghana is surrounded by French countries, thereby increasing the demand for French speakers (see Section 1.5), and this provided an opportunity for many translators to diversify their craft.

b. Versatility and adaptability of translation graduates

When they were asked whether they believed their graduates could take up other economic opportunities apart from translation, the majority of curriculum designers responded in the affirmative, saying that diversified skills were important for ensuring students' economic and career growth. With this in mind, universities have taken steps to ensure that this goal is achieved. These initiatives take the form of offering a broad-based education and equipping students with soft skills. When it comes to versatility, the professional translators had in mind specific skill sets, such as teaching, editing and farming, whereas the universities had a focus on soft skills aimed at producing graduates who are capable of adapting to every situation in which they might find themselves.

Dr Ampadu (DU) said their graduates *can work also as chargée de communication. They can also work even in diplomacy everywhere.* Dr Ampadu's statement is broad and lacks details. It does not clarify the specific roles graduates can hold in diplomacy or communication, nor does it acknowledge limitations. Furthermore, the reference to *everywhere* seems to be an exaggeration: translation graduates would not qualify for all professions. Similar assertions were made by curriculum designers at all three institutions:

> *Others move to interpretation and then a few of them have moved into the insurance industry (Dr Ebenezer, GU).*
>
> *Currently the programme prepares our students for any market (Dr Morrisson, DU).*
>
> *If they don't find themselves just within that area, they'd be able to think outside the box to identify other opportunities or other avenues using the skills they've acquired in the programme (Dr Darko, BU).*
>
> *They also acquire knowledge that can be fundamental in, you know, diverting their career path (Ebenezer, GU).*

Only Dr Morrisson of DU mentioned specific domains that could potentially serve graduates of her institution: *we didn't have things like subtitling, subediting and revising but now we have added that.*

Curriculum designers of DU also emphasised graduates' potential for global career opportunities because of their ability to manage stress and their acquisition of basic knowledge of diverse subjects. According to Dr Ampadu (DU):

> *if you are translator, you can work everywhere because you can handle pressure and you can also you have a good knowledge of a lot of subjects because as a translator you know at least a little bit about any topic that can be raised.*

Dr Ampadu ascribed students' potential for versatility to the very nature of the programme:

> *It's not the training, but let's say the nature of the training because it's very intensive. In a year they're doing so many things at the same time. If they are able to finish the year, then they can handle pressure in some way.*

Dr Ampadu suggested that the programme's demanding workload prepared students for the pressure of professional translation by requiring them to multitask and meet deadlines. While pressure can foster resilience, research by Kent et al. (2018) and Low et al. (2023) emphasise the importance of teaching coping mechanisms alongside pressure training. Unmitigated pressure, as might be created by excessive workload without support, can lead to negative student experiences, including stress and decreased performance (Low et al., 2023). Furthermore, it is unclear if this approach aligns with actual market demands. Does the pressure to complete multiple assignments within tight deadlines prepare students for the specific pressure translators face, or might it condition them to accept unrealistic workloads from clients? If pressure training is deemed necessary to prepare students for the translation profession, then a more nuanced approach is required. As suggested by Low et al. (2023), exposure to pressure should be gradual and accompanied by clear explanations of the benefits. Additionally, creating a supportive learning environment (such as adopting a flexible grading system) where students can respond positively to these interventions is crucial.

Regarding how the nature of the DU programme makes students versatile, Dr Ampadu explained that because students continuously work on texts from varying domains, they are able to accommodate new fields and technologies, which could enhance their employability and adaptability.

Dr Morrisson (DU) also highlighted how linguistic abilities serve as significant drivers for the individual's development rather than being only technical instruments. Dr Morrisson's claim demonstrates how being multilingual offers opportunities in a variety of job routes, not simply those involving translation. This skill increases the graduate's autonomy and choice for pursuing their preferred life outcomes. *I know some are working in embassies and I'm sure they do not only do translation but then involved in other skills, but probably because they have both languages.*

4.5.2.2.3 Lecturers

a. Versatility and adaptability of translation graduates

Echoing the professional translators and curriculum designers, the lecturers mentioned that the capacity of translation graduates to adapt to diverse roles and industries is a crucial aspect of their employability. For instance, Drs Pete and Osei of BU emphasised that their institution offered both translation and interpreting training to enable graduates to diversify their income sources in Ghana's constrained translation market. They add that the course Introduction to Interpreting aims to equip students with basic skills to address a societal need, that is, to weed out untrained interpreters, thereby increasing access to quality translation in critical settings in Ghana, such as the court and broadening students' employment prospects.

Furthermore, Dr Pete (BU) highlighted the programme's ability to produce adaptable graduates who can transition between various sectors. The system is designed to produce people *who are ready to be refashioned to suit the growing economy*. He elaborated: *the person completes with an MPhil in Translation, but is able to readapt to any situation … because such people are easily retrained … to fit in other sectors of society*.

While the ability to be retrained is advantageous in today's dynamic job market, it is essential to examine specific skills and knowledge imparted to students. However, Dr Pete could not specify the specific skills and knowledge the programme imparted to make graduates "retrainable/adaptable" and whether those skills and knowledge aligned with the needs of the Ghanaian translation market beyond academia. His response appears to highlight an aspirational outcome rather than the reality.

> *if they find themselves in active translation, they perform better, if they find themselves doing things other than translation, they are able to be retrained to fit. So in both ways, I think they are adequately prepared for the job market.*

While the focus on retraining and refashioning carries weight, the labour market described by the professional translators might not offer retraining opportunities to all graduates, thus fostering economic inequalities between those who might benefit from such opportunities and those who would not. Furthermore, the focus seemed to be on graduate employability, whereas access to permanent employment for translators is limited, and the job market demands that graduates perform specific tasks, such as editing, for their economic empowerment.

Dr Pete contradicted himself in presenting the Master's programme as one that prepares students for translation careers directly, as well as making students adaptable for other career paths. His subsequent submissions highlight how systemic arrangements at BU overlook potential inequality of access to broad-based education and the need to strike a balance between the acquisition of specific skills and a wide base of foundational knowledge that would guarantee the transferability of skills across several contexts. *The system is such that it's broad-based, but as you go up, then you specialise* (Dr Pete, BU).

According to Dr Pete's assertion, the university system assigns the delivery of broad-based education to the undergraduate level and that of specialised training to the graduate level. There is an expectation that postgraduate students already possess diverse skills beyond their academic qualifications. However, the assumption that each student who is admitted to the Master's level has already benefitted from a broad-based education could reinforce inequalities by benefiting those with greater social capital. This situation is reflected in the utterance by Dr Ampadu (DU): *There are some students who have already worked as translators so they only come to acquire the Master's degree. So those people already know how it works.* This statement highlights the complexity of building a curriculum that caters to everyone: learner needs and expectations, institutional practices, and government policies.

In terms of expanding students' career prospects, Dr Anderson reported that DU blends theory and practice, which means the programme opens doors for students by enabling them to consider careers in academia. *For students who will continue in academia because theories are foundations of any academic discipline ... And so we try to give them that broad-based training that can take them everywhere* (Dr Anderson, DU).

For his part, Evans (DU) underscored the versatility of language skills and their applicability in various professional domains. By stressing the ubiquitous nature of language, he highlighted the potential of DU graduates to excel in diverse roles: *Language is important everywhere and in various administrative capacities. I think our students will perform very well.*

While lecturers emphasised the versatility of graduates, their understanding of graduates' actual career paths appeared to be limited. Their emphasis remained on roles where translation was probably just one aspect of the job. If many translation graduates find themselves in jobs where translation is only one of the skills required, should translation programmes in Ghana not consider exploring interdisciplinary qualifications, such as offering degrees that combine translation with other relevant disciplines, for instance, translation and diplomacy?

Unlike lecturers of DU and BU, who expressed confidence in their graduates' ability to pursue careers beyond translation, lecturers of GU expressed reservations about the potential of their programme to equip students with the necessary skills for diverse employment opportunities. This view highlights a potential gap in preparing BA Translation graduates for a broader range of career paths within the translation field and beyond. The lecturers expressed a desire for the curriculum to incorporate additional skills development, such as web development, proofreading, entrepreneurship and administration. *The fact is that the content of the programme does not really prepare them for other jobs* (Richlove, GU). This view was corroborated by Asamoah (GU):

> *No, it simply prepares them to pick up translation jobs. Those who are in School of Bilingual Secretaryship would have more experience to work as bilingual administrators because they do a lot of administration, a little bit of business management, accounting, those type of things. But at Translation section of [GU], they are solely trained them to just be a translator, aside from those who try to make an effort and get other skills like some people go into coding or web designing or they do take steps on human resource courses, yeah.*

Asamoah underscored how the School of Secretaryship, a unit of the GU, expanded students' capabilities by incorporating skills such as administration, business management and accounting, thus equipping students with a broader skillset and enabling them to pursue a wider range of career paths, while the limited focus on translation at translation school of GU restricts students' freedom of choice and narrows their future career path. These findings reinforce the earlier recommendation that, in the specific context of the Ghanaian job market, translation programmes should prioritise integrating translation skills across disciplines rather than professionalising translation.

The utterance, *those who try to make an effort and get other skills* highlights the relevance of student agency in acquiring additional skills. While universities play a crucial role in equipping students with strong foundations, universities alone cannot be responsible for addressing a lack

of individual motivation. As to what steps he takes to ensure that students acquire a broader skillset, Asamoah (GU) said: *I equally tell them that, translation skills are at the end of the day are not really enough, especially if you find yourself in the francophone countries at times you need to have ideas about other fields*.

In addition to teaching students the relevance of diversification, Asamoah did not employ any pedagogical steps to help equip students with skills applicable to various jobs beyond translation. Just telling students is not empowering enough, particularly for students who may have financial barriers, lack personal motivation or face certain obstacles. This category, which depends heavily on the education received at the university, may be disproportionately affected by the limited work prospects available to those with only translation skills.

Asamoah underscored another crucial point: curriculum design must consider the specific context in which graduates will operate. Failure to do so, as Kgosiemang (2018) argues, equips them with skills that might not be directly applicable to local markets, which will hinder their economic participation. This raises the question of what truly constitutes a "relevant curriculum". While initial observation highlights the importance of tailoring programmes to local demands and opportunities, a broader understanding of relevance is necessary. Cheng (2021) and Asamoah rightly highlight that curriculum relevance extends far beyond simply meeting local market needs (*If you find yourself in the Francophone countries*). The reality is, as the World Economic Forum (2023) underscores, the job market is increasingly globalised. Graduates may find themselves working anywhere in the world, not just in their home country. This raises the question of how to create a curriculum that is relevant not only for the Ghanaian market but also prepares graduates for the globalised translation landscape (Reimers, 2020). Perhaps a truly relevant curriculum should be multifaceted and should encompass the following:

i) Local market alignment: Partnering with local organisations, such as the Ghana Tourism Authority, non-governmental organisations (NGOs) in Ghana, the National House of Chiefs, the Ghana Prisons Service and local businesses to equip students with skills that cater for the needs of the local market.
ii) Project-based learning with a global focus: Integrating project-based learning that requires students to apply skills to real-world scenarios with a global focus. For instance, partnering with NGOs or businesses operating in francophone countries

could provide opportunities for students to work on projects that address translation needs in those regions.

iii) Global issues and translation needs: Developing seminars that explore translation needs related to global issues such as environmental sustainability, human rights and international development. Students can research and analyse relevant texts and identify translation challenges and potential solutions in these areas.

iv) Utilising the PAMCIT programme to expand exchange programme opportunities.

In terms of expanding graduate skills for the job market, graduate lecturers focus on transferable soft skills, while the undergraduate lecturers stress on industry-specific skills. The difference probably arises from graduate lectures' assumption that graduate students, most of whom are already working, have a profession and only enrolled at the university to specialise in translation, whereas the majority of undergraduates enrolled from high school and have therefore not had any exposure to other trades.

Although a broad-based education is valued, training institutions should, in addition to equipping students with soft skills as a way of opening them up for various job opportunities, explore various possibilities for students to build additional skills, particularly skills tailored to the needs of specific industries to enhance students' bargaining power and access to fair compensation.

4.5.2.2.4 Graduates

Graduates expressed varying perceptions regarding the effectiveness of the programme in preparing them for the job market. Key challenges identified include inadequate development of practical, relevant skills and a lack of industry exposure, leading to a feeling that they were not sufficiently prepared and lacking support for entering the job market. Graduates of GU, specifically, emphasised the need to prepare students for international opportunities.

a. Lack of preparedness linked to inadequate practical, relevant skills

Students expressed concerns about the effectiveness of the programme in equipping them with practical, transferable skills. While the curricula included elements of interpreting, students experienced an overemphasis on translation skills at the expense of practical interpreting competencies. From the graduates' perspectives, training programmes drew a line between translation and interpreting, whereas Ghana's multilingual, predominantly informal context required that the line is blurred, even though translation and interpreting require different

skillsets. The graduates believed that the Introduction to Interpreting course did little to equip them with the skills they needed to handle real-world interpreting situations. The lack of adequate interpreting skills limited their career options and earning potential, thereby restricting their economic and professional agency.

> *I would have loved that the course on interpreting was the extended, so you can say oh, I know what to do when I find myself in consecutive interpreting or simultaneous interpreting, you know? Yeah. But it just tells you that there's a difference between consecutive and simultaneous interpreting (Elery, DU).*

> *If I was well prepared on simultaneous translation, that is more or less like interpretation, it would have been good because … you could fit in as a freelancer. OK, so that, uh, you have other job opportunities available out there. But sometimes the jobs are there, but you lack the expertise to actually take up that job (Daniel, BU).*

Elery highlighted how the lack of general awareness of the differences between the two professions and the feeling of unpreparedness undermined her confidence and self-efficacy in taking up an interpreting job.

> *Our programme was based on translation, and we did interpreting for just one semester and it wasn't into details. It was just the surface level thing that you just to introduce you to the programme ... So, I like to avoid jobs that are heavily based on interpreting … a lot of people... assume that once you're a translator you can do any of them. But the training didn't prepare us for any of these two apart from their regular translation here (Elery, DU).*

George echoed Elery's view:

> *Introduction to Interpretation, in my expectation, should be a programme that will prepare the translator not to be incapable of performing if he is found in a situation whereby, he has to interpret. … I don't know whether it is a deliberate design, but it does not prepare us for that (George, DU).*

George suggested that interpreting lecturers might deliberately limit translation students' exposure to interpreting skills – a practice known as gatekeeping. This practice, he believed, was intended to discourage competition in the interpreting market or encourage students to enrol in a separate, potentially revenue-generating programme after completing their translation studies. In elaborating on the issue, George added:

> *And I remember somebody raised that point and the response was that this is just introduction ... So, if you wish to work as one [interpreter], you should come back and enrol on the MA Interpreting in order to be trained. Now that I have completed wherever I am sitting, anybody, it could even be a relative, could say,"oh, someone you said you did translation and you can speak these languages". I have this, my cousin who lived outside and he just came back. I can't get a word of what he's saying.*

Aside from the economic aspect, George underscored how the feeling of being underprepared to interpret hinders graduates' capability to be active citizens by helping solve their family's linguistic (oral) challenges. This aligns with the HCA focus on capabilities serving as a platform for the betterment of the life of not only the individual but also that of others around them.

Also, student mobility could, ultimately, be limited if they have to spend another two years completing a full-fledged interpreting programme. Furthermore, those who cannot afford to pursue further studies in this field will be disadvantaged, as their career options will be limited. Graduates with potentially valuable interpreting skills might remain underutilised if the programme does not prepare them adequately for real-world scenarios, and this could limit the achievement of their full potential.

While George's speculation about lecturers' intentions is difficult to verify, one could assume that the curriculum structure was born out of concerns of the institution and trainers to maintain high standards in the interpreting profession and to stamp out the general public's confusion about both professions (see Section 1.5.3). If that is the case, then how does the current curriculum structure help solve the bigger social issue of untrained interpreters in sensitive settings such as the courts and churches if the Introduction to Interpreting course is limited to history? How does the current pedagogical arrangement contribute to enhancing students' occupational choices?

The study found that graduates' desire to be equipped with interpreting skills stemmed from a compulsion to survive on the market and the context in which they found themselves and operated rather than a personal conviction that they needed to acquire this skill. In order to empower graduates to achieve their full potential in a variety of language-related careers, foster their financial well-being and promote their ability to help solve the broader language needs of society, training institutions should consider offering optional interpreting modules within the translation programmes (for example, the NPIT [Non-Professional Interpreting and Translation] module, or through content area electives) or to explore ways of merging the

programmes while maintaining high standards for both skillsets (for instance, offer both Translation and Interpreting in Year 1 and allow students to finalise their degree choice in Year 2, with the guidance of an adviser):

> *At the end of the programme there shouldn't be any great difference between MA Translation holders and MA Interpreting holders (George, DU).*
>
> *If the translation programme was to actually marry both translation and interpretation … I think it would have been a good thing for us to actually be able to take up opportunities (Daniel, BU).*

Students of GU did not share as much concern about their inadequacies regarding interpreting skills upon completion of their studies, although their interpreting module was also introductory. Ebenezer (curriculum designer, GU) explained: *It's just the introduction, so, when they finish, most of them go to do their Master's at the University of Ghana.* For the undergraduate students, the urgency to start working does not seem to kick in immediately. It is assumed that they have the opportunity to do their Master's and specialise in any field of their choice and expand their earning potential, whereas graduate students attached greater value to acquiring skills that would empower them economically and professionally upon graduation. However, in a context where access to financial aid or scholarships to facilitate equitable access to Master's studies are virtually non-existent, relying on students' ability to further their education in order to acquire crucial knowledge can disadvantage students from poor backgrounds and hinder equitable access to professional opportunities. Ebenezer's claim also points to the institution's reluctance to equip students with skills other than those that align with the university objectives, thereby also limiting students' skills development and professional opportunities.

In the case of BU, where curriculum designers said the programme did not aim to train professional translators and interpreters, the chasm relates graduates being unaware of the objectives of the programme before they signed up for it. All four graduates I interviewed chose the programme not because they wanted to teach translation, but because of convenience and proximity to their places of residence and/or work. Emma (BU) said: *The MPhil French translation and interpreting option was not really well equipped. For me, I think in a way it was good, but in a way did not meet my expectation* – her expectation was being able to practice professionally as an interpreter.

When the graduates were asked about their preparedness to engage in other economic activities apart from translation, the discrepancy between their expectations and the focus of the programmes on translation was evident. The graduates' responses presented a mixed perspective. Some highlighted beneficial, transferable abilities, including research and communication skills gained through the programme, while others expressed concerns about their limited options resulting from the programme's narrow focus. By examining these answers through the lens of the HCA, we gain a better understanding of how the programmes can expand graduates' agency and options. Several graduates have something to say about this. Kuuku (GU) hesitated, looked up and down, smiled, shook his head and talked about his options:

> *None. None. None at all. None. If it's GU training, then none.*
>
> *Aside from translation, cautiously I will say none (Gamelis, GU).*
>
> *Honestly, the training, apart from translation, I don't know any other jobs that it really prepared me for (Emma, BU).*
>
> *I say teaching because of your language background you can you know, teach somebody one or two? But apart from that, it doesn't really prepare you for anything else (Elery, DU).*

Kuuku, Gameli and Emma made it clear that their programmes gave little opportunity to acquire other skills needed to develop their job-related capabilities. Nii (GU) recounted how he nearly lost a voice-over contract because he lacked the skills to execute the task. They felt unprepared for a variety of occupations as a result of the emphasis of the programmes on translation skills. For them, taking short courses and exercising more personal initiative increased their marketability (Emma and Gameli). The reliance on graduates' ability to take short courses to enhance their marketability perpetuates injustice and inequality by distinguishing between students who can afford to do so and those who cannot. Expanding the skillsets of students beyond translation, taking into consideration the demands of the context, can open doors for them to higher-paying jobs with greater stability and contribute to reducing economic inequality. In this way, translation programmes can contribute to building a more just and prosperous society for all.

Although Steph (BU) echoed the views of the other students, when I asked about what other economic activities the programme at BU prepared her for, apart from translation, she highlighted students' role in expanding their own skills:

> *Hmmm teaching? Because there was nothing administrative ... So probably you have your own administrative skill or you've been working as an administrator or something. So, you have that there already. And then I think those of us doing the MPhil, we're all mature students and everyone was working already so we all had our little areas that we came from so probably we already had some jobs that were doing and then we added on with this but I don't think the programme alone really, no, the programme alone, no.*

Edward, Kofi, and George acknowledged that they had acquired valuable skills, such as transcription, communication, and research, that could be applied to non-translation jobs. These skills contributed to building students' human capital and enhanced their agency and flexibility in the job market.

While broad knowledge was valuable for the students, Kuuku drew attention to the tendency of institutions to overburden students in an attempt to equip them with multiple skills. Kuuku's submission suggests that genuine learning and well-being can be hindered if the individual's personal capacity is exceeded. Furthermore, GU did not seem to offer students the opportunity to choose and tailor their education to their individual needs. Hence, GU needed to re-evaluate and adjust its curriculum to enhance students' individual agency and choices in navigating their career pathways.

> *We did numeracy, African studies, international relations, all of those. They're important, honestly. It really helped me learn new things. But then they were too many ... GU will train you for everything. And so you have bits and pieces of everything, but you are not really, really. That fitness is not there (Kuuku GU).*

By not explicitly developing students' abilities beyond translation, the curriculum restricted students' agency and options when they reached the labour market. For instance, although Elery mentioned teaching, she did not sound convinced that this was what she wanted to do and seemed to rely on the fact that she could speak two languages and not the fact that the training prepared her for it in any way. Similarly, Robert (BU) said he could teach because he *also learned about how to teach in the tertiary system. How you go about your lectures and all those things,* by observing his lecturers. These views raise questions about how an individual becomes a good teacher by observing others teach and how one can convince potential employers about their ability to teach if all they did was observe.

The arguments of the students present a complex situation: If programmes specialise too much, students are prepared for the job, but only for one job. The moment there is a broader education,

students can do a greater variety of jobs, but they are less well prepared for those jobs. The problem lies in the attempts by programmes to make binary choices – finding a sweet spot in the middle would be ideal. It is evident that, while translation programmes equip students with valuable soft skills for adaptability and versatility, addressing the perceived limitations regarding career options seems necessary. Considering the limited freelance opportunities in Ghana's translation market, equipping students with easily marketable skills beyond translation is likely to significantly expand their economic opportunities.

One possible approach, as Kwame (DU) highlighted, would be for lecturers to integrate specific skills acquisition into their courses. Kwame's experience exemplifies how a lecturer whose course focused on translation integrated proofreading and revision. This approach could be adopted by other lecturers to broaden graduate career prospects. Furthermore, internship opportunities in diverse fields could be offered. Universities could also offer extracurricular programmes such as volunteering and participation in other professional activities beyond translation or encourage students to engage with local communities. At the undergraduate level, it could explore other options, such as collaborating with other departments at the university to offer students electives or offering a major or minor in translation combined with another programme of study. In the specific case of GU, which has since formed part of a merger of three undergraduate universities in Ghana that offer media, arts and communication courses, students could do, for instance, a major in translation and a minor in journalism or a minor in film studies. This would enable students to develop a strong foundation in translation while pursuing another area of interest. This route would ensure students are better placed to expand their career opportunities, choose specialised translation tracks in graduate programmes that complement their undergraduate focus or pursue further studies in other areas of interest. Additionally, this study proposes a shift in the way universities such as GU approach certain courses. While courses such as International Relations and Economics can be valuable in broadening students' horizons, a focus on simple definitions might not directly equip them with marketable skills. For instance, instead of solely covering historical conflicts, the course could delve into contemporary issues such as diplomacy and conflict resolution specific to the African sub-regions. This would provide students with a more relevant lens for understanding current events, and practical knowledge that will make them valuable assets for potential employers. Graduate programmes could consider revising the curriculum to incorporate skills related to broader career job opportunities. This might include adding courses on digital literacy, project management or corporate communication. Also, graduate programmes could,

in addition to general translation, offer specialisations in three or four specific fields (e.g., legal, medical, finance or IT). By doing so, students would acquire deeper subject-matter knowledge in their chosen areas. This might enable them to take up other jobs, apart from translation, in those specific fields. Also, specialisation options can attract professionals who want to add translation skills to their existing expertise, thereby potentially expanding the reach of programmes.

b. Lack of support linked to inadequate industry exposure and career guidance

Students also highlighted the importance of industry exposure in preparing them for the job market. While students from all three institutions highlighted networking opportunities as valuable, as discussed in Section 4.5.1.2.4, students at GU, specifically, expressed concerns about limited career guidance. Edward reported that students who lacked awareness of alternative career paths or the skills to pursue them believed that their only option was translation work, even when it was not their best option: *they don't know that after doing translation you can even penetrate the market not as a translator.* Echoing Edward's thoughts, Gameli (GU) suggested that the lack of guidance has led many graduates of GU to consider teaching as their default option beyond translation: *And most GU students work as language teachers. They end up working or getting most of their income as language teachers.*

These statements suggest a lack of information and awareness of diverse career options for translation graduates. This shortcoming can restrict their ability to develop and utilise their full potential. Furthermore, it hindered them from choosing their life paths freely, which contradicts the HCA in relation to empowering individuals to pursue fulfilling careers. While programmes could enhance career advising and mentorship to help students map their academic journeys to their desired careers, students should also actively seek information from their teachers, mentors, seniors or even online.

c. Looking beyond Ghana for economic opportunities

Students of GU assessed the capacity of their programme to equip them for the global job market. Like Afi (see Section 4.5.1.2.1), Gameli highlighted the need for a broader international outlook in the curriculum. He expressed a desire for choices beyond what is available in Ghana and speculated about how the training at GU seems to have imposed geographical barriers on his career options. Gameli highlighted global inequalities in education and possibly other opportunities.

> *Can I compete against someone who's studying translation in the UK [United Kingdom] or the US [United States]? Because if there's someone else somewhere who is having something better than I am getting, why am I getting what I'm getting and how can I improve what I'm getting, and at GU I really doubt that ... I don't think I'll be able to compete against someone studying in the US. So yes, I learned how to translate ... No, because there are other things that you must know to be better.*

Gameli alluded to possible gaps in his education when it is compared to that of a student enrolled at a university in the United States. This comparison raised concerns about unequal access to tools and resources that could empower translation graduates. While global inequalities exist, they are complex issues that require efforts from governments, universities, and individuals like us. However, this study limits itself to initiatives universities and students can undertake to bridge the gap.

First, training institutions must re-evaluate their programmes to identify and address specific areas that limit their graduates' competitiveness in the global market. Second, the display of self-doubt about their ability to compete with translators from seemingly more fortunate situations suggests a mentality of colonialism, which also promotes power disparity (Loomba, 2015). This calls for translation programmes to decolonise student thinking. Instead of positioning translation graduates solely for the global market (making them materials for export), the programmes should celebrate the value of local translation work. Doing so would challenge the mindset that local projects are inferior, which can instil feelings of dependence on colonial powers (Freire, 2020, pp.374-386). The curriculum should be enriched with indigenous Ghanaian knowledge, culture and languages (Fellner, 2018; Pete et al., 2013). This process of indigenisation could include, as suggested by Pete et al. (2013), local projects such as translating African literature and arts, documentaries and YouTube videos on Ghanaian businesses and entrepreneurs, or even transcribing and translating the oral history of Ghanaian festivals and traditions. Students should be encouraged to find ways for their translation skills to contribute to development in Ghana. This, combined with staying updated on industry trends, could prepare graduates to succeed in a globalised world while they remain connected to their cultural heritage.

4.5.2.3 Hidden curriculum

The inclusion of international bodies in the advertised career paths suggests a global orientation, which encourages students to consider opportunities beyond the domestic market. However, the career-focused approach adopted by the universities prioritised immediate

employment over entrepreneurship and academic exploration and downplayed student agency in job acquisition. These elements influenced student expectations and aspirations.

Additionally, statements like those of Dr Morrisson (*There are organisations that are willing to take on our students, one, because the former students have a good reputation*) and Dr Osei (*easily absorbed by the colleges of education and other institutions in the country)* exemplify a concerning trend in translation programme marketing in Ghana. The curriculum designers emphasise immediate job placement, thereby possibly creating a "hidden curriculum" that downplays student agency in job acquisition and inflates programme attractiveness. This approach leads students to expect the institution to not only train them but supply them with jobs – a view that was echoed by George (DU), whose statement showed how this focus on job placement overshadowed a crucial element – equipping students with the entrepreneurial skills necessary for success in the Ghanaian context, as highlighted by Mabel (a professional translator), and fosters in students a colonial mentality of "someone out there has to be the boss and give me a job". This approach fails to prepare graduates for the realities of a competitive translation market where the chances of starting one's own business are higher than being employed. *The department is supposed to be able to absorb and keep their students. As of now it looks like we train you and you go and look for a job* (George, DU).

Through this assertion, George expressed his desire for training institutions to adopt a holistic approach to students' development and career support beyond supplying technical translation skills by leveraging existing resources to benefit students who might need them. He said the university could, for instance, expand resources such as the Transbureau to provide freelancing opportunities within the department and offer valuable stepping stones for graduates to thrive in their profession. However, while this approach is one Ghanaian universities could consider, finding a job should be the student's responsibility.

4.5.2.4 Synthesis

The curricula of the three selected institutions emphasise career opportunities that may not accurately reflect the Ghanaian translation landscape. While they promoted adaptability and versatility, they failed to adequately prepare students for the specific realities of the local industry. DU and GU predominantly focused on training professional translators for non-existent opportunities in Ghana or overemphasised international jobs, while the programme at BU appeared to position graduates for potential roles as translator trainers. However, the

limited demand for translator training positions in Ghana might restrict career options for graduates of BU seeking direct employment as translators.

4.5.3 Capability for knowledge

Capability for knowledge represents a person's freedom to gain and apply knowledge in ways that improve their quality of life and enable them to carry out important tasks. This capability emphasises the capacity to actively engage with knowledge and apply it meaningfully in one's life, going beyond merely possessing it.

The next section analyses how the written curricula of the three programmes foster the capability for knowledge in light of the four valued capabilities of knowledge.

4.5.3.1 Document analysis

a. Knowledge for producing quality translations

All three programmes emphasise practical translation in addition to translation theory. For instance, at BU, courses such as Practical Translation I and II and Simulated Interpreting offer opportunities to apply theoretical knowledge skills in various contexts. Furthermore, the programme at BU appears to equip students with strong research skills, with the second year culminating in a thesis project that carries the most weight in terms of credits.

The MA Translation programme of DU offers a balance of translation theory (Area Studies, Theory of Translation), practical translation skills (Translation from/to Language B, Internship), and research skills (dissertation, seminar). It emphasises practical application through internship and a translation project. The programme starts off with a broader base and narrows down to more specialised translations in the second semester, which provides opportunities for students to explore more specific areas. For instance, Area Studies in Language B is designed to enable students to acquire technical vocabulary in diverse fields in preparation for specialised translation in the second semester. Translations done in the first semester are general in nature. Students are required to submit translation projects at the end of the programme.

At GU, courses such as Introduction to Literature, Culture and Civilisation, and African Literature provide a cultural context for translation work. The GU translation programme offers a sequence of General Translation courses, possibly increasing in difficulty as the students progress, alongside dedicated Legal/Economic Translation and Scientific Translation courses

for specialisation purposes. In addition to hands-on practical translation courses, the GU programme provides a theoretical foundation for understanding the translation process. Furthermore, the curriculum adopts an interdisciplinary approach through the integration of courses in law, international relations, economics and linguistics, which is aimed at broadening students' knowledge base and preparing them for diverse translation contexts. The Introduction to Interpreting course offers an initial exposure to spoken language translation and could potentially lead to further studies.

b. Knowledge of technology

Despite aiming to "advance knowledge in science and technology for sustainable development in Africa", BU's translation programme has no specific course on translation technology. This could potentially limit graduates' competitiveness in the digital translation landscape. Including courses on translation technology (CAT tools) would enhance graduates' capabilities in the digital environment.

In contrast, at DU, the curriculum includes dedicated courses on CAT Tools and Terminology Management, thereby emphasising the practical application of technology in the translation process.

While GU claims to provide "students with modern pedagogical approaches in translation", the curriculum exhibits a noticeable absence of dedicated courses on translation technologies. Although some lecturers reported that they incorporated technology into their teaching, the curriculum falls short of providing comprehensive training in essential translation tools. Graduate and lecturer feedback indicates a lack of CAT tool integration, suggesting a potential disconnect between the advertised programme and the student experience. Considering the increasing importance of CAT tools in the translation industry and the stated mission of GU of training "efficient translators", one would expect technological knowledge to be a central component of the curriculum. The omission could be unintentional, but it stands in the way of the programme's ability to deliver on its promises. Incorporating CAT tool courses in the curriculum could bridge the gap and equip graduates with the skills needed to succeed in the modern translation landscape. This improvement would align with the GU mission and ensure students benefit from "modern pedagogical approaches in translation".

c. Linguistic knowledge

BU offered one Ghanaian language (Twi) in addition to French and English. The inclusion of Twi in the BU MPhil programme seems well-intentioned and could equip graduates to contribute to the burgeoning Twi film industry in the town where the university is located. However, the curriculum appears to limit this potential, as it may not directly translate into practical skills needed by the Twi film industry. The missing piece in the programme are courses on subtitling; the absence of a subtitling course is a significant oversight. Subtitling skills would be very valuable for graduates seeking to enter the Twi film industry. Equipping students with these skills could provide immediate income opportunities while promoting the growth and accessibility of Twi films; subtitles could make these movies accessible to a wider Ghanaian audience, including people who do not speak Twi.

At DU, the programme focuses on written communication in English and French to enhance graduates' proficiency in both languages. Fulfilling the programme goal of meeting Africa's language needs, graduates with English–French translation skills make a valuable contribution to intra-African communication (due to colonial history, see Section 1.5.2) and international collaboration (French as a working language, see Section 1.5.2). However, the focus on French does not directly address the broader need for translations by various African languages – not even Ghanaian languages. For a more comprehensive approach to meeting Africa's language needs, the programme could benefit from offering additional options for translation between African languages. However, I acknowledge that the capacity of the programme to offer this option is subject to faculty expertise in African languages and translation studies.

In the case of GU, the programme emphasises grammar, comprehension, writing and oral communication in English and French throughout all four years. Furthermore, students' versatility as translators is enhanced by the programme's third language option.

d. Knowledge for fair and ethical practice

None of the programmes explicitly have courses geared to introduce students to negotiation skills, invoicing, and so on, though this may occur transversely through student projects.

Following the discussion on the elements of knowledge identified from documentary sources, I will discuss stakeholder perspectives on the valued knowledge areas of translator education.

4.5.3.2 Stakeholder perspectives

Participants' valued knowledge was expressed in terms of:

a) Knowledge for producing quality translation;
b) Knowledge of translation-related technology;
c) Knowledge of language skills; and
d) Knowledge for fair and ethical practice.

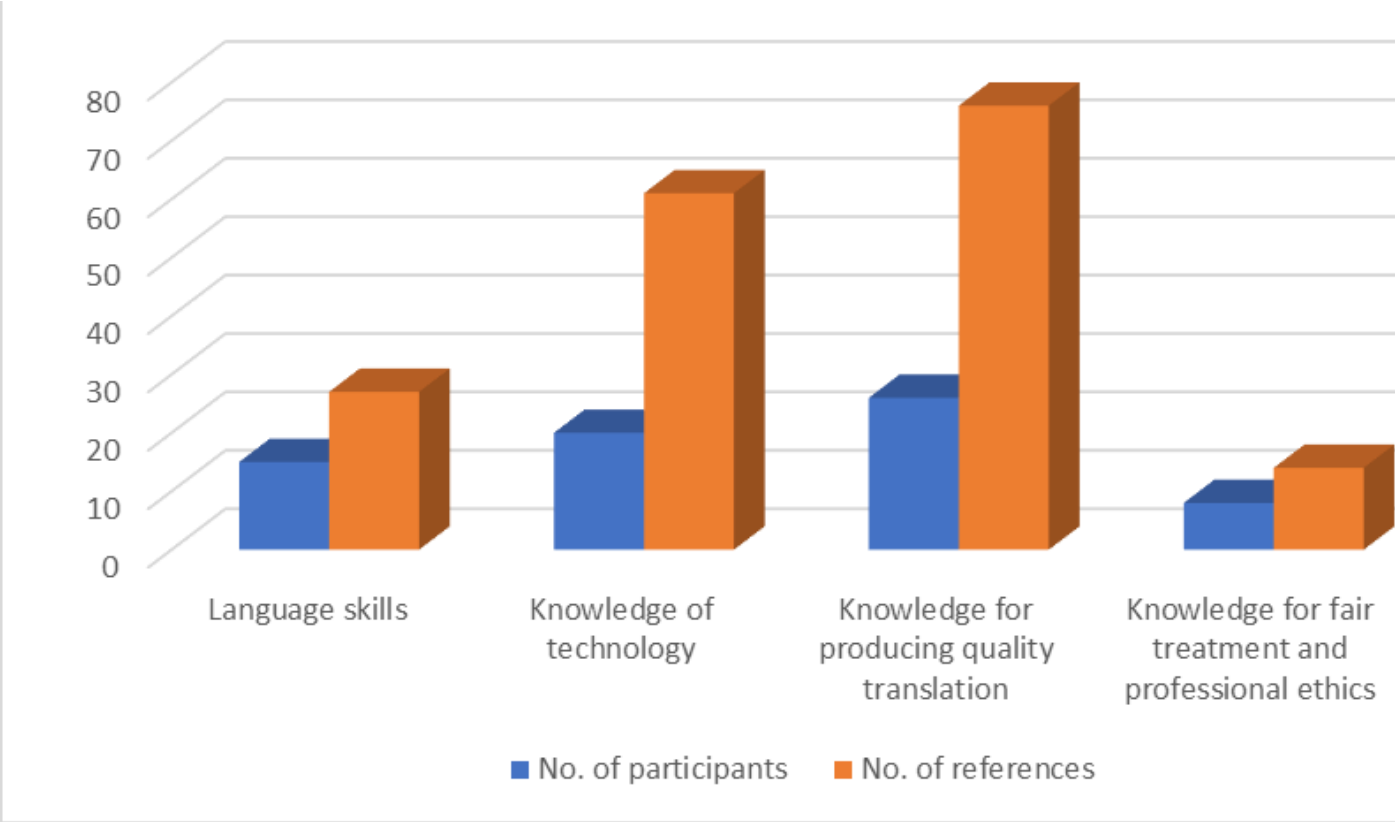

Figure 4.4: Visual representation of capability for knowledge

Figure 4.4 presents data on the perceived importance of various knowledge areas in translator education: the number of participants who mentioned these areas and the number of references that addressed them. It highlights the importance of knowledge necessary for producing quality translation and technology. In contrast, language skills and knowledge for professional ethics have fewer references, which suggests they were considered slightly less important.

Overall, the responses suggest an instrumental view of knowledge, according to which its value is tied to its usefulness for achievement rather than personal flourishing. The ability to produce quality translations appeared to be a valued capability across all categories of participants,

whether professional translators, lecturers, curriculum designers, or graduates. The perspectives of each category of participants will be presented in the following subsections.

4.5.3.2.1 Professionals

The professional translators, who are also potential employers of graduates, highlighted their expectations regarding the level of knowledge required for entry-level translators and provided feedback on the graduates' knowledge. They emphasised graduates' (a) ability to produce quality translations that hinged on skills such as research skills and proofreading, (b) mastery of their working languages, (c) ability to use modern translation technologies, and (d) knowledge of ethical practices – possessing this knowledge would facilitate the work of translators and help them to stay relevant on the market. Knowledge of translation theory was not one of the attributes the translators who were interviewed looked for in graduates.

a. Knowledge for producing high-quality translation

Considering that the four professional translators interviewed were chosen for their years of experience working with young translators, I asked them about the qualities they looked for in young translators. This question and its follow-up questions aimed to identify the specific requirements of potential "employers" of translation graduates, and the capability for knowledge emerged as significant. The responses revealed the professional translators valued new entrants' ability to produce high-quality translations (finished product/practice), as Mabel stated: *it is your responsibility to do a good job. Because that's your CV you are selling like that. You are marketing yourself so you want to do the good job so that next time they will call you. Quality-wise, yes, yes, yes,* and not so much the young translators' knowledge of the theories underlying the practice that was emphasised by lecturers (see Section 4.5.3.2.3). For professional translators, producing quality translation involves knowledge of proofreading, research, adaptation to the context and specialised translation.

Regarding proofreading skills, Abugri said that when he had to decide which translator to work with, the focus of his team was *specifically on the ability of the person to proofread the document.* Abugri hinted that a translator's ability to self-revise was crucial for producing translations that meet the required standard. The translator's ability to produce error-free translations has a great impact on their reputation and also on productivity (Lafeber, 2012).

Research skills also represent important knowledge. The ability to effectively search for terminology that fits the domain of the text being translated or the entity for which the

translation service is being produced emerged as significant knowledge mentioned by professional translators. Afi highlighted the need for young translators to be able to effectively utilise a variety of information sources, such as libraries, websites of organisations and online resources for specific projects and to refresh their knowledge; she said*:*

> *So it's the ability to search, the ability not to be lazy and do the search anyway. once you search you are more likely to bring in a more perfect translation as a translator. That's a quality I'm looking for.*

This view was echoed by Destiny: *If you are translating, it is appropriate that [you] go and research about the topic before.* Afi complained about the decline in the research capacities of contemporary translators, considering the information available on the internet; she contrasted it with their own past practices of actively seeking information in libraries and organisations:

> *I find that many translators these days, their research capabilities are low. When I started work as a translator, it's a medical thing, I find myself in one library or the other or going to the organisations ... But now, with the internet, we should be able to not be lazy and then go to websites and then do the research.*

Afi suggested that the difficulty graduates experienced conducting effective research for translation projects may be attributed to a lack of diligence.

Creative adaptation was also emphasised by professional translators as knowledge graduates had to demonstrate and apply in their translation work. This included the ability to produce natural-sounding and contextually appropriate translations, even in the age of advanced machine translation technologies.

> *Now there are a lot of CAT tools that people use now. CAT tools that do automatic translation machine translation ... They forget their human part of it, so they produce the machine translation for you. When you read it, it is not original [it does not sound natural in the target language] ... But that human touch must always be there (Destiny).*

Destiny and, as will be seen later, some lecturers and curriculum designers (see Sections 4.5.3.2.2 and 4.5.3.2.3) seemed to conflate machine translation and CAT tools, which influenced their attitudes towards using the latter. All the same, Destiny emphasised the relevance of translation knowledge beyond language proficiency. Such knowledge included the translator's ability to evaluate the strengths and weaknesses of machine translation output, identify areas requiring human interventions and make informed decisions about revision

strategies. This assertion highlights the need to tailor translations to the target context by tactfully blending human intelligence with technology to overcome the limitations of machine translation.

Similarly, Mabel emphasised the crucial role of cultural sensitivity in successful translation. She highlighted the need for translation graduates to possess a deep understanding of both source and target cultures to accurately convey meaning, including nuances, humour and cultural references: *knowing the language is so different from knowing the culture ... So, with that, I think you learn those ones on the market, you learn it on the market.*

The need to learn to be culturally sensitive during the translation work assumes that they cannot develop their cultural understanding until the young graduate has gained market experience. Yet, are employers and gatekeepers in the industry, in Ghana and across the globe, willing to hire graduates whose translations are fraught with cultural misrepresentations? Will this assertion not limit the kind of knowledge students can acquire, either through training or their personal learning? If translator training institutions assume this, will they not limit opportunities for students to gain access to the market? Mabel's claim that cultural sensitivity can only be acquired during professional work is in sharp contrast to Destiny's, who talks about looking for graduates who can produce translations that read so well that they appear natural in the target language and culture, *somebody who would like to produce an original document, an original text.* However, a more positive interpretation of Mabel's utterance, *So, with that, I think you learn those ones on the market, you learn it on the market*, is that the market provides an avenue for continuous learning for translators.

b. Knowledge of specialised or general translation for economic purposes

Knowledge of either specialised translation or general translation, particularly for economic opportunities, emerged as valued knowledge. Destiny highlighted the value of specialised knowledge in specific fields in the face of the increasing use of automation tools, thereby emphasising the limitations of and possibility that translators who can only translate general texts could lose employment. According to Destiny, *The system is gradually going towards specialisation in the sense that now we have CAT tools ... it's important that a translator finds a way of getting a field that may be his area of specialty.*

Destiny also highlighted the value of specialised knowledge for achieving high-quality translations and adapting to the changing landscape. While he advocated for translators to have an area of speciality, Destiny contradicted himself by saying that, *as a translator, you are*

supposed to know almost everything, referring to the need for a translator to be able to translate general texts. The sentence can be considered an exaggeration because, while translators are required to possess extensive knowledge, the idea of knowing *almost everything* is unrealistic and entirely unhealthy for the profession. It sets the stage for translators to feel inadequacy, burnout, and stress. The goal should be for translators to strive for excellence in their areas of expertise and develop sound research skills to acquire the knowledge needed for specific projects.

c. Knowledge of translation theory

The professional translators did not express knowledge of translation theory as a valued capability; their focus was more on the finished product and more concrete processes producing high-quality translations.

d. Knowledge of technology

The interviewed professional translators considered technology to be the translator's aid and not a replacement for the translator. According to Abugri, the growing demand for translation has made it inevitable for translators to rely on technology to be able to meet the demand: *And for you to be able to meet that demand perfectly, you must have all the tools available, for example, if you have any MT [machine translation] tools that can support you.* Abugri described how technology, particularly CAT tools, improved the efficiency and accuracy of repetitive tasks or obviated the need-to-know technical terminology. Being able to use these tools is a key quality he looked for young translators to work with in Ghana: *the second one is somebody who is able to really use the CAT tools to be able to meet the demand of the market because of the translation memory that we have to build up all the time.*

In addition to knowledge of translation-related technology highlighted by Abugri, Mabel focused on general computer knowledge, such as formatting. In her view, that was knowledge that many translators lacked, and that is knowledge that makes her stand out. This knowledge contributed enormously to her success as a translator: *we need to learn computer skills like the general computer skills formatting … Personally, I think that's what makes me stand out.* In her opinion, knowledge of general computer skills helps a translator to produce work that aesthetically resembles the original document and has the potential to please clients, which would lead to repeat business. Arguably, the world of technology in the twenty-first century has advanced beyond requiring translator training institutions to teach "simple" formatting. However, if a potential recruiter requires the skill to format a text in MS Word as a subject

taught at university, it means that not everybody, particularly in Ghana, has adapted to new communication technology. While one could argue that it is the student's responsibility to acquire this basic skill of the translation profession, it is worth noting that, even though ICT (information and communication technology) is part of the Ghanaian junior high school curriculum, it might not guarantee that all students, particularly those in rural Ghana, are proficient in basic computer skills by the time they reach university translation programmes. Against this backdrop, a neglect of essential computer and software training causes a critical skill gap, as Ruth clarified:

> *I've noticed about my students from Level 100, through to final year, is that most of them still don't really know how to even use basic ICT tools and even Word application … some of them don't know how to do simple formatting (Ruth GU).*

Translation programmes could address this gap by considering basic IT knowledge as part of the entry requirements or integrating formatting requirements into coursework.

Afi mentioned another aspect of knowledge of technology: using online resources and dictionaries to enhance translation quality by providing appropriate terminologies and improving a translator's understanding of a given text.

While three translators underscored what knowledge of technology is relevant, Abugri focused on technology access and knowledge as prerequisites for graduates seeking entry-level jobs in organisations:

> *they will ask you to translate a test and they will ask you the tools that you know you are used to and most of the tools that they use are tools that are quite expensive, that an average student cannot afford.*

Abugri reported that employment agencies require young graduates to pass a written translation test using machine translation tools. Overreliance on machine translation tools oversimplifies the translation process and, in a way, leads to neglect of other essential translator capabilities because translation involves more than just using tools. Young graduates who may not have been exposed to CAT tools during their training will be disenfranchised even if they are good translators. Another cause for concern is the economic exclusion fostered by such requirements. As Abugri mentioned, not all students, and by extension, not all new graduates, can afford to purchase such software. Such requirements limit the opportunities for students from deprived communities to thrive in their profession further. This situation highlights the

complexity of achieving success, as education alone is not sufficient. A range of capabilities, including economic and social factors, must be in place for individuals to succeed. On the question of exposing students to translation-related technology, Abugri suggested that, *if the institutions were having those kinds of tools, it would have been good in training the student to come out excellent.* He implied that the lack of CAT tools in training schools in Ghana poses a barrier to students acquiring essential skills for professional practice and limits their preparedness for the realities of the modern translation market, where CAT tools are widely used and stand in the way of young translators' competitiveness in the job market. While universities can introduce students to CAT tools, ensuring continued access beyond the academic setting is contingent upon factors such as the availability of money and government policy. This complex interplay between education, technology and economic conditions significantly impacts graduates' ability to leverage technology for career success.

e. Knowledge for fair treatment and professional ethics

Knowledge was also expressed in relation to the ethics and practice of the translation profession. Knowledge about negotiating prices and lobbying for jobs, as well as the ethics of the translation profession, emerged as important for avoiding exploitation. While the professionals underscored the relevance of having this knowledge, lecturers demonstrated how students are equipped to understand the ethics of the translation profession (see Section 4.5.3.2.3), and students expressed the extent to which the training programmes prepared them to understand their professional obligations and rights (see Section 4.5.3.2.4).

Knowing the conventional rate to charge for translation and having the ability to negotiate deadlines and costs emerged as crucial for protecting translators' interests and guaranteeing that they were treated fairly. Thus, developing capabilities in negotiation would enable translators to exercise legal claims for equitable compensation and comfortable working conditions, thereby promoting graduates' ability to thrive and build long-term careers in the field. This was expressed by Destiny: *Your negotiation skills are important, especially how you negotiate your deadlines and how you negotiate your rates … It is not because you think you are young translator so they can push anything on you and you take.*

Destiny emphasised the possibility of social justice issues arising, especially for young or inexperienced translators who would be more susceptible to unfair terms. Acquiring negotiation skills would contribute to a more equitable environment by levelling the playing field and protecting inexperienced translators from exploitation.

Mabel advocated for translators to know how to present their skills and experience convincingly in order to achieve success: *I think we need to learn … negotiation skills. Learn how to lobby for a job … mostly you get a job but … before you realise … somebody has taken it, maybe because they could bargain better*.

In order to empower students, translation programmes should include modules on negotiation, communication, self-marketing and client management to equip students with essential skills to thrive in the professional world. This would help create a fairer and more rewarding environment for them.

f. Linguistic knowledge

Mastery of working languages was expressed as being significant for both the academic and professional success of translators by all categories of participants. While the other three professional translators mentioned linguistic knowledge in producing natural-sounding translations, Afi, a professional translator with over 40 years of experience who recruits young translators, greatly emphasised mastering working languages. Afi underscored the importance of a strong foundation in English and even considered English almost as a "mother tongue" because of its official status in Ghana (see Section 1.5.2). *What I'm expecting is for that translator to be very good in their source language. That is the English.* This strong base, in her view, improves understanding, which benefits the translation of other languages, even if one's proficiency in the second language is not as strong as in the first.

Afi said that she sometimes judged candidates' basic competency and fluency, not by asking them to translate, but to *write a page on anything* in English. By asking for a writing sample, she could to identify those who truly possessed the linguistic dexterity to excel in their craft. While this approach may be excellent for assessing clarity, conciseness and the ability to effectively communicate in writing, not everyone may have had equal access to quality English language education, regardless of their translation skills. This could disadvantage applicants who excel in translation itself but not necessarily in writing English fluently, considering that, for many Ghanaians, English is not a mother tongue, even though it is the country's official language. It might be that an applicant's English writing skills are not perfect, but their strong translation skills and understanding of the source language may shine through (Eszenyi, 2016). All the same, the relevance of the translator's linguistic knowledge for producing quality translation cannot be underestimated.

To Afi, the translation school is not a language school. Hence, aspiring translators should possess strong English language skills before they even enter a training programme. The foundation should exist before university – ideally established through secondary education (in her words, *it should have been learned 10 years ago*). In fact, Afi specifically advocated for entrance tests for translation schools, similar to the practice at the Geneva interpretation school, to ensure that only well-prepared students invest time and resources in a programme they might struggle with because their English is weak. The question is: Do all aspiring translators in Ghana have equal access to good quality language education at the basic and secondary levels? While screening for sufficient English proficiency (which is Afi's focus) before admission may be a good initiative, it may create a barrier for disadvantaged applicants with limited access to English education. Furthermore, focusing solely on English and neglecting the importance of language or cultural understanding could result in talented translators with exceptional skills in other areas being overlooked. Implementing entry tests or alternative assessments for translation programmes while ensuring inclusivity and considering all relevant skills could be a valuable step towards improving the quality of training.

4.5.3.2.2 Curriculum designers

The curriculum designers shared insights on the curriculum development process regarding the capability for knowledge.

a. Knowledge of technology

In today's world, knowing how to leverage technology is essential for the success of a translator. From data gathered on this theme, it appears that to survive as a twenty-first-century translator, it is not enough to be a good translator – a translator must also be knowledgeable about the use of translation-related technology and ICT in general. However, it was found that some translator training institutions do not equip students to utilise technological tools, even when university staff agree about the relevance of these tools in today's world.

The lecturers and curriculum designers interviewed at the three selected universities corroborated the crucial role of technology skills for translators in today's digital world and the need for students to be equipped to face the realities of this tech-driven environment. Curriculum designers at DU and GU referred to the importance of digital literacy and translation software in this digital era:

> *Translation is no longer a paper and dictionary affair, that are a lot of tools at their disposal (Dr Morrisson, DU).*
>
> *We could be given voluminous work to translate. If you want to use your own capabilities, I don't know how many days it would take (Ebenezer, GU).*
>
> *One important thing is the command or the mastery of the computer (Ruth, GU).*

Curriculum designers elaborated on the extent to which technology knowledge was incorporated into their respective curricula. For instance, Ebenezer (GU) acknowledged the importance of technology knowledge in the contemporary translation landscape but expressed concerns about the current level of integration in the curriculum: *We've recently introduced computer software … we introduced these CAT tools to help them, but it's not been that effective.* He emphasised the need for enhanced CAT tool training to equip students with the necessary skills for industry success. A lack of proficiency in these tools could hinder graduates' employability and earning potential, ultimately limiting their career options: *Integration of CAT tools [in the curriculum] because these days … if you are not proficient in that, it will be difficult to even win a contract.*

In contrast, DU appeared to have made significant strides in developing students' technological proficiency. Dr Morrisson (DU) touched on the practical skills students are equipped with, particularly proficiency in machine translation and CAT tools such as Trados, which is widely used in the industry: *Now we have Trados licences for our students with periodic training. We also have Memsource ... that our students are exposed to ... knowing that translation is no longer a paper and dictionary affair.* Providing students with Trados and Memsource licences and periodic training indicates the institution's commitment to modernising the curriculum. Dr Morrison believes that possessing practical skills for using these tools could make students more attractive candidates for certain job openings.

b. Linguistic knowledge

While all three programmes emphasised language proficiency as foundational, the curriculum designers did not explicitly comment on developing students' language skills for their careers, with the exception of Dr Ampadu (DU). Like Afi (see Section 4.5.3.2.1), Dr Ampadu believed that *we don't come to learn translation as a place where you have to improve your language. We come to translation because you have a good command of at least two languages*. He argued for a prerequisite language proficiency by suggesting a pre-enrolment language test.

This, he believed, would enable the programme to focus on honing students' translation-specific skills, leading to a more efficient and targeted learning experience for students and equipping students with strong language foundations. The views of Afi and Dr Ampadu imply that translation programmes might benefit from setting pre-enrolment tests to ensure that students possess a sufficient level of language proficiency before being accepted for the programme.

Furthermore, while Ebenezer and Dr Morrisson underscored the importance of technological training and Ruth (GU), acknowledging its benefits for translation work, expressed concerns about how its use in the academic setting might hinder graduates' ability to develop linguistic skills:

> *When you give them a passage, they just put it in the machine and render it. So, they will bring a good translation, but you pick one word, and they cannot say it in English because they allowed the machine to do it. Some don't even read over.*

4.5.3.2.3 Lecturers

This section explores lecturer perspectives on valued knowledge and the strategies employed to impart them.

a. Knowledge for producing high-quality translation

Lecturers unanimously emphasised the importance of research skills for producing high-quality translations. In contrast to Afi (professional translator, see Section 4.5.3.2.1), who said that translator laziness was a potential cause of poor research skills, the lecturers posited a different potential cause: inadequate training in research skills. These participants prioritised equipping students with these skills, although their responses reveal different approaches to and perspectives on research. Lecturers from professionally oriented universities (DU and GU) aligned their research strategies with that of the professional translators (terminology management), while lecturers at BU, an academia-oriented institution, focused on academic research.

Richlove (GU) said that one of the qualities she would like to see in her graduates was for them to be researchers. Her definition of a researcher is a translator who, in the process of translation, does not restrict themself to the *linguistic expressions you see on the text*, but who are able to make informed choices by searching for the *extra-linguistic factors, socio-cultural factors and*

other things that inform the choice of words they presently or currently see in the text. To develop this skill in students, Richlove gave them texts that required of them to search beyond the words. Making students aware of the need to do research by putting them in a situation where they have to actually do the research may be a good strategy for developing students' research expertise. However, Richlove did not explain how she taught students who could not find the appropriate translation to search. Furthermore, the exercise she gave as an example required students to be culturally sensitive and to decipher an idiom and did not relate directly to developing students' research skills. This approach could limit student exposure to diverse research methodologies. The exercise seemed to favour students who were more familiar with dominant cultures. This example shows that language skills are foundational for effective research, which means that language skills and research are interconnected. By continuously challenging students' linguistic reflections and exposing them to different research methods, institutions and lecturers could create a more equitable and inclusive environment in which all students will have the opportunity to develop their research skills as translators.

Dr Pete of BU reported that they develop students' research skills by training them *to use the dictionary in order to get good dictionaries that will help them get translations that will fit the contexts that they are translating in*. However, using dictionaries, alone, will not ensure that students find the right terminology; this aid must be complemented by other sources of information (Hlebec, 2019; Varantola, 2014). Limiting research to using dictionaries limits students' knowledge of information sources that could enhance the quality of translation work.

The lecturers did not mention any activities targeted at helping students develop their self-revision or proofreading abilities.

b. Creative adaptation

The lecturers emphasised the importance of versatility in translation, thereby highlighting the need for students to be able to handle different text types. For instance, Dr Anderson (DU) said that he wanted his students to *be able to translate different types of texts*. Similarly, Evans (DU) referred to developing students' skills to enable them to adapt their translation strategies *to achieve the intended purpose* of the client, the *skopos.* Regarding strategies to develop these skills, Evans (DU) said he exposed students to texts with different skopos. Richlove (GU) indicated using a similar strategy:

> *I give them a text … to identify the type of text … because it's also a deciding factor as to the choice of words to use … because one text can*

also be translated for different target readers. By so doing, you have different choice of words.

By encouraging students to consider text type and target audience, students are challenged to move beyond mechanical translation and engage in a more creative aspect of the translation process. Students are exposed to a wider range of vocabulary, registers, genres and audiences. The expanded vocabulary toolkit enables them to experiment with different stylistic choices and explore creative ways to convey a message effectively.

Asamoah (GU) introduced a new angle about the way practitioner-lecturers contributed to broadening students' knowledge by introducing real-world insights from several domains: *Most of the lecturers that you have are also people who practice, so they get exposed to a whole lot of documents.* Practitioner-lecturers can bring the latest industry trends, tools and techniques into the classroom and encourage students to learn the most relevant and current skills. Students gain exposure to diverse types of documents and projects, thereby broadening their understanding of the translation field.

c. Knowledge of specialised or general translation for economic purposes

Just as the professional translators highlighted the importance of specialisation for the success of the translator (Section 4.5.3.2.1), Dr Anderson (DU) explained that he encouraged students to branch out strategically into specific domains, such as legal and medical translation while maintaining a foundation in general translation. He saw specialisation as a tool for attracting clients and building a reputation in specific fields, not a complete departure from general translation skills. Pedagogically, Dr Anderson adopted real-world cases and documents as a means of familiarising students with specialised translation, rather than asking students to memorise translations in isolation: W*e try to find the relevant terms, and we don't do that in isolation. You can only get that practically when there is a case or there is a document.*

Furthermore, DU presented a separate course for specialised translation and another for general translation. This approach, according to Edmond (DU), made students aware of the distinct mental processes and strategies required for each type of translation and taught them to switch between specialised and general translation tasks by adjusting tone, register and language style accordingly.

Although lecturers at GU did not comment specifically on the importance of teaching both general translation skills and specialised knowledge, their curricula reveal a gradual progression from general to specialised translations (see Section 4.2.3).

Regarding knowledge of theory for professional translation purposes, the lecturers, like the professional translators, did not emphasise the importance of translation theory for professional practice, with the exception of Dr Anderson (DU), who taught translation theory, and Dr Pete of BU. Having an understanding and a strong grasp of the core principles and theories underlying translation practice was described as a valued capability that enabled students to apply their knowledge effectively. Dr Anderson said he would like his students to *have knowledge in the foundations of translation*. He described translation theory as forming a building block for students' future career development. *For professional work ... there are certain situations in which you find yourself when you are translating and [ask yourself] which technique or which approach to use ... They can really help you to make a choice.*

Dr Pete, for his part, underscored how the programme at BU blends theory and practice. Dr Anderson not only underscored the need for a strong foundation in theory but also the ability to apply that knowledge to succeed in real-world situations. This view aligns with the HCA concept of not only possessing knowledge but also being able to use it for one's well-being and that of others. *They can use theory, they can use techniques ... So if they go to the market, they will be able to do well* (Dr Anderson, DU). The emphasis on doing well in the *market* suggests a purely utilitarian view of knowledge rather than knowledge as a tool for expanding the range of opportunities available to individuals, such as facilitating meaningful participation in various aspects of life and promoting freedom. Dr Anderson's assertion also highlights the importance of both theoretical and practical knowledge for success as a translator.

The concept of blending theory with practice aligns with the thoughts of Dr Pete: *when it comes to the translation pure and simple we look at the theories and practice of translation.*

d. Knowledge of technology

Like Mabel and Afi (Section 4.5.3.2.1), the lecturers stressed the need for students to be equipped with knowledge of technology. For instance, Asamoah (GU) placed great value on the role of computer skills in translation work by suggesting that it can be a deal breaker, even for talented translators. Asamoah also specifically mentioned formatting as a critical aspect of computer skills by emphasising its impact on professional perception and client satisfaction.

In the same vein, Evans (DU) said that, aside from facilitating the work of translators, technological proficiency can make students more attractive candidates for certain job openings. Evans also referred to typing speed and post-editing skills as equally crucial for a translator's success. *Students should be taught how to use the computer-assisted translation*

tools and even the machine translation platforms, because gradually the focus is actually shifting toward post-editing from traditional translation (Evans, DU).

In addition to market demands, Richlove (GU) highlighted students' limited computer skills as one of the reasons why technology knowledge should be prioritised: *They lack IT skills. So you give them a translation, they don't know they are supposed to justify the document. They mix the font styles and some of them will present their document in a different way*. Richlove reported, furthermore, that most GU *students from level 100, through to final year … still don't really know how to even use basic ICT tools and even Word application*. If such students are not given the opportunity to acquire technological knowledge in their training, their opportunities to thrive in this digital age will be limited. The profiles of students admitted by the institution seem to complicate attempts to introduce students to CAT tools. If students are struggling with basic computer skills, then they will require additional support and time to learn CAT tools effectively. This will impact the overall efficiency of the programme, as well as student outcomes.

Furthermore, having established that not all students enrol in translation programmes with prior knowledge of using computers and translation-related technology, and also considering the cost of acquiring personal software, the question that arises is, Do translator education institutions create space for all translation students to have equal access to technology, software and training opportunities to develop their knowledge of technology? The response appears to be negative, as Abugri, a professional translator who was trained in Ghana, stated: *You graduate only to realise that these are the set of software that I have to use in the domain. Most of our schools, they don't have that … so you notice that we are trained as secondary level students.* For him, programmes did not integrate essential industry tools into their curriculum, leaving graduates with outdated skills and unprepared for the job market.

How, then, can an institution ensure that all students are empowered to develop their technological capabilities according to their own goals and aspirations? Richlove (GU) suggested having a dedicated translation lab equipped with a variety of software to alleviate the burden on students to purchase their own software, which could provide invaluable practical training. This would provide students with equal access to essential tools, regardless of their financial means. Furthermore, with the group of students as described by Richlove, a more gradual approach – a scaffolding process – that introduced students to CAT tools after

they have developed confidence in their computer skills may enable them to overcome any initial challenges and motivate them to explore the CAT tools.

The data reveals that, while some translation institutions in Ghana have made significant strides in incorporating technology into their curriculum, others have not, despite them acknowledging the importance of knowledge of technology for the translator in today's world. For instance, Edmond (DU) emphasised how the institution ensures that:

> *By the time they graduate, at least having gone through, they should be able to use the CAT tools that has been taught, SDL [self-directed learning] Trados and the others that they were using in class, they should be able to use them.*

In contrast, Asamoah at GU, like his colleague Ebenezer (see Section 4.5.3.2.2), admitted that, *in the curriculum, we lack courses on translation technology which is extremely, extremely important.* This was echoed by Richlove (GU): *for the technical IT aspects and all that, it does not really prepare them at all so I think that is where we are lacking.* Richlove (GU) also highlighted a lack of resources in terms of computers and software that would enable lecturers to organise hands-on training for students: *My school is not really resourced in terms of the translation programme … What I really prefer to do is really introducing them to, for example, Trados. But you know, for such an application you have to buy it.*

As a more inclusive solution, Richlove suggests *a translation lab where these applications are installed for them to practice* and argues that students will definitely be required to use technology in professional work. Establishing a lab at GU would contribute to empowering graduates of the programme with the skills and knowledge they need to succeed in this digital age. Furthermore, integrating the lab with the curriculum could create a more engaging and practical learning experience by encouraging students to apply theoretical knowledge to real-world scenarios and building their confidence in using technological tools for translation tasks. GU could explore academic partnerships with the developers of CAT tools to give students free access, as DU did. In the absence of such partnerships, trainers should search for similar tools that are free of charge (e.g., MateCat). Being able to use the free version would make it easier to use the paid tools.

The data reveals that limited internet access on the GU campus hindered the effective implementation of technology-based learning activities. To solve the problem of inadequate internet access, the university could explore the possibility of providing lecturers with

individual mobile Wi-Fi devices that have been preloaded with data for a specific timeframe. This would enable them to prepare to deliver lectures even when the campus internet is unreliable.

However, the data reveals that existing policies at GU do not seem to favour the incorporation of technology into the curriculum. According to Richlove, she encourages students to submit typed assignments, but that requirement cannot be extended to examinations, as the institution insists on the use of pen and paper. *I can only do this in terms of assignments or maybe IAs [interim assessments]. But for exams it's not possible because it has not been adopted or even accepted by the school.*

While the lecturers at BU advocated for a stronger focus on technology knowledge, Dr Pete of BU raised concerns about the impact of translation software on the development of the internal translation capabilities of students. For him, students' capacity to be efficient translators was hindered by their excessive reliance on software. Overreliance on software also masked students' weaknesses, as the lecturer was unable to decipher which part of the work students did by themselves.

> *People are using all types of software to assist in the translation practice. But … they don't help us produce students who are effective … students get so much help to do their work that you do not know actually which part of the work they did themselves.*

The rise of machine translation tools presents a challenge for language (and translation) learning. Dr Pete said that if these tools are readily available to students, they might be tempted to take shortcuts at the expense of developing their own linguistic skills. Hence, students' ability to consult dictionaries, analyse context and identify relevant resources beyond machine translation suggestions might be underdeveloped because they rely too much on translation tools. In the same vein, Edmond (DU) said: *And so my concern is that students come out knowing that they cannot trust 100% the neural machine translation, no matter how good it is.*

If they focus on their core mandate of training efficient translators, some lecturers and institutions, such as GU, could refuse to use translation software, as reported by both lecturers and graduates: *at GU the use of translation tools is regarded as unethical* (Gameli). GU prioritised equipping students with strong knowledge of source and target languages, including grammar, vocabulary and stylistic nuances. However, traditional pen-and-paper translation is unlikely to adequately prepare students for modern digital workflows. Although teaching

technology may indeed impede learning, technology can no longer be seen as an enemy. Translators in today's digital era rely heavily on technology and should use all the tools available. Therefore, education institutions should design a balanced learning approach that leverages the benefits of software while promoting independent thinking, critical analysis and ethical translation practices.

For this reason, Ruth, a curriculum designer from GU who also taught, highlighted the need to be flexible and adapt teaching approaches to students' specific needs and the evolving demands of the translation industry. By doing so, students will be equipped with the practical skills needed by their target job market: *So, we should know how we can teach with it because it has come to meet us.*

Dr Pete (BU), although critical of the use of technology in the classroom, suggested a way of balancing technology with fostering students' essential translation skills:

> *We encourage them to use the tools that are available today. But it would be better if they tried to do the translation on their own the way we did it. Then they use the software to fill in the blanks.*

The approach described by Dr Pete emphasises learning the translation fundamentals through manual translation, which would expand students' instrumental freedoms regarding understanding the core processes and challenges of the profession and then using CAT tools where necessary. This could be a way to avoid overreliance on machine translation (see comment on confusion about the two types of technologies in Section 4.5.3.2). However, in addition to encouraging students, lecturers could design assignments that require extensive research, analysis, and creative adaptation and do not rely solely on software. Dr Pete indicated that both students and lecturers utilise a variety of tools, but when asked for specifics, he could only mention the internet and generic references to *all the tools*. This causes doubt about the integration of translation tools in the curriculum, as well as lecturers' knowledge of the use of relevant CAT tools, particularly because none of the faculty members at the BU translation training department had undergone formal training in translation or practised as professional translators. Lecturers who themselves are not proficient with CAT tools and have not kept up to date with the advancement of these tools cannot provide the necessary guidance or training for students. To effectively equip students with the necessary technological skills, BU should prioritise training for its faculty in the current CAT tool application.

Unlike the contrasting approaches of GU and BU, DU adopted a more balanced approach. Students used CAT tools for specialised translation and then focused on revising and understanding translation techniques in generalised translation lessons in a bid to develop students' technology knowledge and translation skills*: That is why, for the generalised translation class, we don't use CAT tools. We do more of revising and the techniques and revising* (Edmond, DU). By utilising CAT tools to complement human translation, DU sought to develop well-rounded graduates proficient in technology and human-centred translation practices. Furthermore, as a lecturer who directly affected students' learning, Edmond illustrated how he enabled students to acquire knowledge about blending technology and human creativity.

> *I know, obviously, when I give them the work they go and use CAT tools to finish their work … even if not all of them, some of them use it. And so when we come, the points of contentions or the places where they found difficulty, then I help them how they will be able to find solution when the CAT tools that they use are unable to help them.*

Edmond's approach highlights how students' CAT tool literacy can be developed and used effectively, even if their use is discouraged in certain contexts. By being flexible with the use of CAT tools and guiding students to improve on machine translation, Edmond opened students' eyes to nuances and challenges that require creative adaptation and solutions when CAT tools offered limited support.

Ruth (GU) adopted a similar approach, one that prioritised the development of crucial translation skills while giving students a strong foundation for future success in the digital age:

> *What I tell them is, "No problem. You can let the machine do the work. But take your time to also look at the words and know them for yourself". So, what we do is we have different renditions and then we analyse it together.*

Ruth's initiative to incorporate technology into the curriculum was a solitary endeavour. Similarly, Richlove highlighted the individual efforts of GU lecturers to enhance students' IT skills. However, these lecturers' progress seemed to be hindered by institutional constraints.

> *I make do with what I have, normally a PC [personal computer]. I also tell them to come to school with their PC so that we can do practical work on their laptop. How to translate a text and doing all the formatting. And then sometimes I also use our projector to project to them and then we use software sometimes (Richlove, GU).*

Regarding the efforts of the GU staff to integrate technology into the curriculum, Richlove (GU) expressed dissatisfaction with the institution's support for developing students' computer skills because they usuall*y employ normal IT lecturers to teach them*. She believed that, although the *IT lecturers know about IT … they don't know some of the skills to teach them like how to use tables and certain functionalities that are specific to translation, like the review button and track changes*. Hence, students did not enjoy the full benefit of the training. She believed a translator who was knowledgeable about technology would do a better job at developing students' computer skills while also providing them the opportunity to learn about machine translation and CAT tools. Ruth's argument shows that the lecturers themselves did not have adequate technological skills. Therefore, building lecturers' capacity in this regard is essential.

For the above-mentioned reasons, the capability of GU graduates to perform effectively as professional translators in the digital age seems underdeveloped. Richlove explained:

> *These students have not been really exposed to even how these applications work, So, most of them complete and then they still have to learn on their own or seek the help of professionals to be able to do the real job.*

e. Knowledge for fair treatment and professional ethics

On the part of the lecturers, efforts were made to ensure that students developed the capability to meet client expectations with professionalism. For instance, *meeting deadlines is very important*, Asamoah (GU) explained. A strategy the lecturers mentioned was setting deadlines for assignments and penalising students for late submission. Edmond (DU) said he intentionally gave students short deadlines, knowing very well they could not meet them. This strategy, he said, compelled students to negotiate for more favourable deadlines, which contributed to developing their negotiation skills.

Asamoah also mentioned how students learn to advocate for themselves in situations involving non-payment or unfair deals without resorting to unprofessional behaviour.

> *We discussed all those things, and how to handle clients as well and difficult clients, who don't want to pay … We've worked for companies outside to the tune of $1000, $2000 and you realise that they are just scammers so we blacklist them.*

Asamoah believed that the training fostered awareness of ethical challenges and the skills needed to assess work situations ethically so that translators could protect themselves from scams. However, it is unclear how such discussions equip students to identify scams in a practical way. Also, the emphasis on taking individual action by blacklisting could obscure more systemic problems, such as unfair client practices and the undervaluing of translation practices. Lecturers could allow students to examine case studies, engage in debates about ethical issues and apply moral concepts to actual situations. Lecturers could also urge students to speak up about individual blacklisting and, instead, support equitable pricing and ethical practices at the industry level.

f. Linguistic knowledge

Lecturers from all three selected programmes highlighted the importance of linguistic knowledge for professional and academic success. For instance, Richlove (GU) argued that it was important for translators to have a strong understanding of grammar since it is the foundation for conveying meaning and messages accurately between languages. Consequently, lecturers of the undergraduate programme at GU employed pragmatic efforts to develop students' language skills. However, the integration of language training in the GU curriculum seemed to be influenced by students' existing language proficiency levels, as underlined by Richlove:

> *I think for our school adding the French grammar, English grammar and stylistics, extra analysis on all these as part of the programme is very important because, personally, I've been teaching my students even as at third year and some of them have challenges with grammar.*

By addressing common challenges relating to grammar, the institution aimed to empower students to take ownership of their translation work and to produce accurate, well-structured texts. This aligns with the instrumental freedom aspect of the HCA because acquiring these skills expands students' options and enhances their career potential. Proficiency in both source and target languages is crucial for accurate translation. In addition, as Kuuku (DU) expressed, when students trust in their bilingual abilities, it builds their confidence to navigate challenges and achieve desired outcomes: *For students to really come out well they really have to be bilingual. They have to be confident in themselves that they can really translate when they're bilingual.*

Richlove mentions the challenges both anglophones and francophones face, which indicates the need for personalised learning approaches and tailored training to address individual language gaps. This explains why, at GU, *the Ghanaians go to a francophone country for an immersion programme. And then the francophones are supposed to go to an anglophone country* (Ruth, GU). However, from Ruth's perspective, the immersion programme did not fully foster language skills. According to her, students who went for language immersion did not benefit significantly from the experience because of irrelevant service placement. When national service placement does not utilise students' acquired language skills, it hinders their ability to practice and reinforce their learning, erodes their skills and undermines the initial investment in immersion programmes. Underutilisation of acquired skills can contribute to feelings of frustration and wasted potential, which could hinder an individual's confidence in pursuing language-related careers.

In contrast, Richlove, at the same university, believed that the programme prepared students well in terms of the language aspect, which is a fundamental building block of translation, but lacked focus on the *complementary aspects of the whole translation business*, which might include financial management, communication and interpersonal skills, research skills and software proficiency. She acknowledged that translation goes beyond linguistic knowledge. Hence, by addressing the *complementary aspects* while developing students' linguistic abilities, the programme can equip students with a well-rounded skill set and increase their chances of success in their careers.

In contrast to the undergraduate programme that utilised immersion and grammar lessons to further boost students' linguistic proficiency, the Master's level appeared to place less emphasis on explicit efforts. This approach may stem from the assumption that Master's students already possess the necessary linguistic foundation. Although DU has a course for written communication, the focus is on more advanced aspects, such as summary, rewriting and stylistic studies. BU does not have a dedicated formal course for language proficiency.

The responsibility to develop this skill, if necessary, lies with the student. *I had to learn a lot because we are going to translate from English to French and so you are compelled to learn English grammar and then French grammar at the same time* (Robert, DU). Master's students seemed to build their language skills indirectly as they learned to translate, or were expected to do so. For instance, while acknowledging language skills as being crucial for professional success and personal growth in an interconnected world, Edmond (DU) did not mention

concrete measures taken to enable students to develop this skill – apart from encouraging them. In his words, *they [lecturers] encourage students not to be excellent, but actually to master their second language.* This assertion highlights the need for student agency in developing their linguistic skills. While this approach could exacerbate the power imbalance between those who already have the skill and those who do not, it raises the complex issue of whether translator training institutions should be responsible for ensuring students acquire the required linguistic skills or this skill should be an entry requirement.

4.5.3.2.4 Graduates

This part explores student perceptions of the depth and breadth of knowledge gained through the programme.

a. Knowledge for producing quality translation

Regarding the development of proofreading skills, only Kwame (GU) mentioned how a former lecturer of his had helped them to acquire proofreading skills: *But it was much more interesting with Dr Adam [pseudonym] … we get to use the review button which gives you the skills of being like a proofreader.* Kwame's utterance reveals that the choice of what skills to develop in the students is at the discretion of individual lecturers, meaning that when the lecturer left the institution, like in the case of Dr Adam, some groups of students, even students who were not assigned to him, no longer had the opportunity to acquire this critical skill. This means these students had to develop their proofreading skills on their own. Without focused teaching of proofreading, students will acquire different degrees of self-taught proofreading proficiency, which will exacerbate already existing disparities. This situation can result in some students, particularly those from disadvantaged backgrounds, being shut out in terms of access to grammar guides and workshops, as well as opportunities that call for effective writing communication. Considering that proofreading abilities are essential for success in the translation industry, students from marginalised backgrounds who may already be facing obstacles to career development are disadvantaged even further by the absence of formal instruction. A specific mention of this knowledge in the curriculum structure may help prevent instances where its acquisition would be dependent on the lecturer's preference and teaching philosophy. This recommendation could be applied to other relevant courses.

b. Knowledge of specialised or general translation for economic purposes

DU graduates commended lecturers' efforts to foster a deep understanding of nuanced terminology and domain-specific language. By emphasising the importance of precise language use, lecturers contributed significantly to students' ability to produce accurate and culturally appropriate translations. This is evidenced by the words of three of the four graduates interviewed, including Elery, who was able to apply skills learned in class practically to build a personal glossary in a professional translation setting:

> *The internship I did there was a there was a conference where the techniques that I had seen in class, you know, repeated itself, and the fact that they taught us how to create, you can create your own terminology, your own glossary.*

For Elery, the ability to create and utilise personalised glossaries was a valued capability that enabled her to navigate the dynamic world of professional translation. Two other graduates from DU expressed this valued knowledge strongly: *I got to learn a lot more about terminologies and their contextual use. We tackled translations of texts from different areas* (George) and *I got the chance to learn the specifics about legal translation* (Kofi).

The graduates of DU, unlike the lecturers and professionals, did not focus on the economic benefits of developing expertise in specialised translation but, rather, expressed confidence in their ability to apply the knowledge acquired in the classroom to real-world translation settings, thereby invariably enhancing their translator self-efficacy belief. For the graduates, it was not a case of knowledge for economic opportunities but rather knowledge for confidence.

While all three programmes introduced students to specialised terminology, DU had dedicated courses on terminology management and specialised translation, which appears to have had a significant impact on student perception. Students of GU and BU, despite exposure to technical texts, may not have explicitly recognised the development of terminology management skills because the course titles did not directly reflect this focus. This highlights the importance of clear and targeted course design for developing specific competencies. However, I acknowledge that this is impossible for all competencies developed because of the complexity of designing a curriculum that meets diverse expectations. While creating separate courses for every specific competence is impractical, clearly communicating the range of essential capabilities to students is crucial.

c. Knowledge of translation theory

Graduates from all three institutions attested to acquiring knowledge of translation theory: Daniel (BU) said: *what has changed me is the theoretical appreciation of translation,* Kuuku (GU) said: *knowing what's translation is about, knowing the translation theories and all of that, yes,* and Kofi (DU) reported [I learned the] *principles of translation*. They viewed knowledge of theory as a foundation for professional translation work.

Like Dr Anderson (see Section 4.5.3.2.3), Emma (BU) hinted at the potentially transformative power of learning theory by suggesting that it can greatly improve the translator's comprehension and work. She questioned how well theory and practice were balanced in translator education, as success requires actual application and hands-on experience in addition to a solid theoretical foundation: *We were introduced to some translation theories, which was an eye opener … So in terms of theory, it really prepared me well … In terms of being able to solve problems in terms of techniques, it also prepared me.*

The responses of some graduates show that, in some academic settings, translation theory and practice are not always balanced. For instance, Roberts (BU) suggested that the theoretical knowledge he acquired was primarily of an academic nature: *We talk about Vinay, Darblenet, Catford, Newmark, Catherina Reiss, and all those things. We talk about them. But we couldn't use those theories in any documents.* There appears to be a disconnect between learning translation theory and applying it in practical scenarios. Despite learning about these theories, Robert felt unable to apply them to actual translation projects. This was echoed by Steph (BU): *It will afford me the opportunity to criticise or maybe analyse people's translation. That's something I, maybe I can do but to work as a professional translator, that I don't know.*

Robert explained how theory and practice were taught at BU. Translation theory seems to have been taught in the abstract and completely detached from its application in real-world settings.

> *I was thinking that we can use … this particular technique to translate this document. Then at the end of the day, we analyse to see whether we were able to achieve it… But it was just a general thing (Robert, BU).*

The lack of balance between theoretical foundations and practical training might affect students' confidence in their ability to handle professional work, as explained by Steph:

> *It was more behind the scene kind of thing but not really the main thing, maybe for those who have gotten the opportunity to practice as translators and I'm being told when you work as a translator, the behind the scene kind of thing is not really there.*

This comment about the programme's focus on theory appears to be in sharp contrast to Dr Pete's claim that BU students *are equipped with the art of translating.* The lecturers and students appear to have different perspectives on how much practical/theoretical knowledge is needed. While the students believe that the programme was skewed towards theory and, therefore, did not equip them with the practical knowledge they needed to practice as professional translators/interpreters, the lecturers believed that the level of practical training aligned with the programme aim of not directly training professional interpreters and professional translators (as clarified by Dr Osei of BU). At BU, the objective was to make students trainers of translators, though it is unclear how a trainer with little or no knowledge of the practice of translation can effectively train people who want to be professional translators, considering that the majority of translator training institutions in Ghana are professional. Furthermore, the lack of practical opportunities will limit graduates' opportunities to branch out or combine purely academic careers with professional paths.

The graduates' statements highlight the need for a stronger bridge between theoretical knowledge and practical skills development, which could involve integrating theoretical discussions with practical exercises and real-world examples. In order to open up options for students to achieve their desired functioning, BU could consider offering courses and experiences tailored to different types of translation domains. It may also integrate theory with hands-on translation exercises, internships and simulated real-world projects to bridge the gap between knowledge and application.

d. Knowledge of technology

According to the graduates, students of GU still use *pen and other stuff to do the translation* (Edward, GU):

> *You are not learning how to use the tools to translate faster (Gameli, GU).*
>
> *Nobody taught the use of CAT tools. You know, we had to pay for it in level 400. There was an old student who was teaching us, he would come to the school and teach us and we paid for it and we learned it (Kuuku, GU).*
>
> *In our day today, we are still using pen and paper to do translation ... You are not allowed to use translation CAT tools and all of them ... we are still in the old system where we use the hard copy dictionary to do translation (Kuuku, GU).*
>
> *We are not given chance to incorporate IT in our work. Mind you, up till now, they still write [translation] exams on paper (Nii, GU).*

In elaborating further, Nii recounted how some of his lecturers gave him real-life translation jobs to do while he was in school but, ironically, asked him to type the work, whereas, with his school work, he was required by the same lecturers to write with pen and paper.

GU graduates found the reliance on pen and paper translation frustrating, especially in the face of the realities of the job market, which is heavily reliant on CAT tools. All four graduates expressed feeling unprepared because of a disconnect between education and industry standards. In the words of the graduates:

> *You are not allowed to use translation CAT tools … then you are done with school and you realise that, oh, they use CAT tools ... and they ask you do you know how to use Trados? … you're like, ohh, I did not know (Kuuk, GU).*
>
> *The first job I got, actually, I translated it on the paper and then I sent it to one of my lectures. She was like, what is this? You have to type it … and it was quite a shock for me that in school we had to do exams on paper and then now that you are giving me a job, I have to type it … that took me more time because I wasn't used to typing (Nii, GU).*
>
> *When you leave GU, you will see that whatever was taught, most of them we are not even using ... we have a new technology and even when we are going to work, we are not using the pen and paper to translate ... we were working with paper. Not trained for markets Edward (GU).*

At an institution where students struggle with basic computer skills, as reported by Richlove (Section 4.5.3.2.3), we would expect much more dedicated training and support for students to understand and effectively use technology for their translation tasks. Instead, graduates' perspectives corroborated the claims of lecturers that there was very limited emphasis on technological knowledge, which casts doubt on the assertions of Ebenezer, the curriculum designer (Section 4.5.2.2.2).

By failing to empower students to utilise technology, students may be led to question their relevance and ability to thrive and their competitiveness on the global stage and perpetuate a feeling of inferiority: *in other schools in the West, it's not done* (Kuuku, GU).

Edward (GU) went as far as questioning the essence of training that did not prepare him to *fit the market,* in terms of facing the technological demands of the translation industry. Instead of preparing him for the translation job market, the training made him a *bad translator,* because he was *not good at typing* and he *can even spend more than a year before I finish 20 pages*. Thus, aside from cross-cutting concerns about the use of CAT tools, there are also concerns

about the institution's failure to help them develop basic IT skills, such as typing. The lack of proper training in typing and technology proficiency hinders graduates' ability to work effectively and compete in the market.

Nii corroborated the lecturers' claim that individual lecturers at GU make efforts to integrate technology in the classroom. According to Nii, they *had one lecturer … that's what she would do … you save your assignment and then you send it through email. And then she will mark it right there.*

Further probing of the issue reveals an apparent systemic failure that contributed to the underdevelopment of students' technology proficiency. One such failure is the issue of access to reliable internet for both students and lecturers. The majority of the technological tools require internet access for effective use; without that, not much can be done: *But mind you, up to now, the internet is not working. You can't go there and then be assured that the internet works 24/7* (Nii, GU). However, while the institution should continue taking steps to improve overall internet access on its campus, students should not rely solely on the university for internet access. They can utilise the internet bundles available from telecommunication companies in Ghana; students should contribute to their own knowledge. Nii added that *not all lecturers had computers*. Given that these lecturers translated professionally, it is reasonable to assume they used computers. Therefore, they should leverage their professional practice in their teaching.

Kuuku expressed that the institution's management lacked the readiness to adapt to the evolving demands of the translation market because efforts by students and graduates to get management to incorporate technology and CAT tools in the curriculum were met with unfounded excuses or unfulfilled promises. He expressed concern that the predominantly language-focused rather than translation-specialised management lacked an understanding of current translation market trends, which impeded their recognition of the need to implement strategies that would help to prepare students for the translation industry. Having translation experts in management positions at GU has the potential benefit of bringing valuable insights to curriculum development, technology integration and industry trends. However, it might be equally important to have a well-rounded management team comprising technology experts, education specialists or industry representatives who could bring other viewpoints and skill sets on board.

Because they were aware of the relevance of technology knowledge, the graduates said that they were forced to pay others to teach them to use CAT tools. *Now we are going to look at someone to train you, pay that person* (Edward, GU) and *nobody taught the use of CAT tools. You know, we had to pay for it in level 400* (Kuuku, GU).

While self-directed learning can help bridge gaps in formal education, the fact that students were compelled to pay extra for this training perpetuated inequalities in access to training for those from deprived backgrounds. In addition, relying solely on outdated methods not only disadvantaged graduates in the job market but also compromised the quality of their translations.

The case is similar at BU, where, from the graduates' perspective, the translation programme lacked components of training in ICT and translation tools. This suggests a potential gap in the university's curricula, which limits the development of the technological capabilities of students that are critical for modern translation practice. In the words of Daniel (BU): *Though in my training, technology was not all that part. Like I'm talking about ICT, how to use the translation tools and that kind of stuff. No, it wasn't part.* Echoing Daniel, Emma (BU) said: *But in terms of the technical or the IT aspect, No, or the practical aspect, What is really happening in the translation field? No.* For Emma, the training did not help her achieve her valued capability of *being computer literate with regards to translation technologies, CAT tools and all these applications.* Robert added that: *There was no mention about those tools.*

These assertions contradict the claims of Dr Pete, a lecturer at BU, according to whom both lecturers and students *use all the tools*. The lecturers' failure to even mention CAT tools in the classroom could be attributed to limited proficiency in specific CAT tools, as evidenced by Dr Pete's response (Section 4.5.3.3.3). This omission, which probably resulted from lecturers' lack of expertise, may hinder students' ability to develop in-depth expertise in these essential industry tools, thereby hindering students' ability to learn and develop essential skills, such as terminology management, project management and using translation memories effectively. This leaves students unprepared for the realities of professional translation workflow. In order to effectively guide students and integrate CAT tools into teaching methods, faculty members need proper training and familiarity with CAT tools.

CAT tools are industry standards, and their efficient use directly enhances translators' productivity and accuracy, thereby impacting their ability to achieve valuable "doings" such as successful translation projects. Hence, lacking training on CAT tools significantly

disadvantages students. According to Robert, *when I came out it was a challenge using the CAT tools. Yes, and even now, some of the cat tools, I can't use them because I'm not familiar with that.* Robert referred to the absence of basic equipment as a systemic issue at the institution that hindered students' ability to develop practical technological skills that are essential for modern translation workflows, which ultimately restricts students' capabilities to "function" in their chosen field. Robert explained:

> *It's a school of translation, but there are no resources there, even gadgets … we weren't even trained on how to use translation tools. All the CAT tools, we weren't exposed to those tools, so you have to look for them by yourself … It wasn't there, so we only concentrate on the theory.*

This utterance of Robert underscores how the lack of practical training in translation limited his capabilities as a translator. Furthermore, solely concentrating on theoretical knowledge created a disconnect with the practical realities of the translation profession by limiting students' capabilities to be "well-rounded" and proficient translators who were prepared for real-world challenges. There appears to be a shift in responsibility from the institution, which should equip students with essential skills for professional success, to individual students, who were often grappling with limited resources and time constraints.

In contrast, graduates of DU said the institution provided both access to software and ongoing training, thereby preparing the students not only for their immediate job search but also for continuous learning and adaptation in the evolving translation industry. This is underscored by George (DU):

> *Some of us came onto the programme without any prior knowledge in the use of these tools. So this training helps us to know we can open an application and how to create a project and then start the translation.*

While it is good news that the DU programme incorporated technology and CAT tools in their curriculum, George emphasised that offering only a semester course on ICT was not enough to prepare students to meet the demands of the translation industry. Unlike George, who found the ICT training time at DU insufficient, Kwame commended DU for shifting towards practical training technologies such as CAT tools, which benefitted students aiming to build successful careers.

> *I think the lack of lecturers. Now they have Mr. Adom [pseudonym]. So I think, in terms of technology, it is advanced, but formally we used to work*

> *with Mr Essien [pseudonym] and he made it more theoretical than practical (Kwame, DU).*

Kwame touched on how teaching methods could impact the development of instrumental freedoms, thereby highlighting the potential tension between theoretical knowledge and practical skills development in preparing students for the translation industry. The ideal scenario would be a curriculum that strikes a balance between the two aspects to ensure that students understand the concept behind the various technologies while also gaining the confidence to apply the technologies in real-world situations. However, the lack of access to faculty with complementary skills – focusing on both theory and practical application – restricts students' learning opportunities and limits their exposure to different approaches to translation.

The responses of lecturers and students paint a stark picture of gaps in translation education related to technology. Therefore, institutions urgently need to bridge the theory/practical divide, provide adequate resources, and equip students with the necessary technological skills. It is also essential for faculty members to be equipped with the required pedagogical skills to effectively teach translation technology to students with varying computer literacy levels. A holistic approach that prioritises technology alongside translation skills, linguistic competence, cultural sensitivity and ethical consideration is crucial for preparing students for successful and responsible careers in translation.

e. Linguistic knowledge

Daniel (BU) counted his competence in both English and French as essential individual capabilities that could contribute to his success as a translator: *I'm competent enough in both languages to be able to fit in in any translation portfolio ... And I think, with that, I'll be ready to take up any translation job, either international or local.*

Kuuku explained that the translator education system is primarily focused at the PhD and Master's levels to ensure that students enter education with the necessary linguistic skills; some students at the BA level lack access to quality language education or resources to develop strong enough language skills for professional translation. *Most of the students are not really bilingual at the BA level. Yeah, they lack the second language. Even the first. The first language is a problem.*

Immersion programmes can significantly improve students' language proficiency (see Section 4.5.3.3.3), which is an essential capability for translators. Gameli reported that immersion programmes are *crazily expensive* and can be a barrier for some students. The cost could limit

access to this valuable experience and create inequality in capability development. Furthermore, like Ruth (see Section 4.5.3.3.3), Gameli says these initiatives might not actually develop individual students' linguistic knowledge. According to Gameli, the immersion programme is a *waste* of time, *the value added is minimal … not useful … for students … it does not improve your English-speaking abilities* as expected because the programme seems to focus on *grammar* and *pronunciation drills* instead of on advanced language skills. This situation creates a skills gap and impedes students' professional development. Edward (GU) said:

> *Some people finish the four years, they are not even able to express themselves in French. Some also finished, they were not able to express themselves in English. And not to talk about the third language that we all did. So I think that is another reason why a lot of students do not become translators at the end of their programme.*

Students who feel their linguistic knowledge does not meet the required standard lack the confidence to pursue translation careers, which restricts their career opportunities in the translation field and leads to a feeling of being unfulfilled. Furthermore, for international students such as Gameli, who had already invested *one year to learn only English*, spending another year on basic drills was perceived as a waste of valuable study time that limited their opportunities to explore advanced aspects of the translation field. This situation might lead to feelings of demotivation and frustration, which could hinder students' overall learning experience. Furthermore, running the language immersion programme at the school might not provide the same level of immersion and cultural exposure as studying abroad would, which could also hinder language improvement. Gameli (GU) said: *Those who cannot travel stay in Ghana, still at GU with the same professors.*

Corroborating what Ruth, a curriculum designer at GU, said about the ineffectiveness of the immersion programme, Kuuku believed that many graduates would have pursued careers in interpreting if their spoken language skills had been honed.

For some students, the desire to study several uncommon languages in Ghana drew them to study at GU because of the possibility it offered students to learn several languages because it is both a language and translation school. According to Nii: *Coming to GU for me, basically, it was about languages. So the only expectation was, I will seize the opportunity to learn as many languages that I can.* However, the expectation was not met. Gameli (GU) said that: *They need to do something about teaching Arabic to people or teaching Spanish or teaching*

German. I know friends who studied German for the four years at GU and could not speak serious German.

Contrary to the lecturers' views, the students believed that the programme did not prepare them well; students did not master and could not use the languages they learned. This finding highlights the gap between the language instruction of the programme and the quality of language education. The absence of effective language teaching strategies hindered students' ability to use the learned languages effectively in real-world situations.

There is, therefore, a need to strengthen language training at the BA level in order to equip graduates with the foundational skills needed for further specialisation at higher levels. Furthermore, while an immersion year holds potential for language development, its current design does not appear to maximise its value for all students – particularly not those with advanced language skills or those who pursue the programme locally at the university. By incorporating authentic immersion experiences and adopting a more personalised, skills-focused approach, the programme can improve its effectiveness. For instance, foreign students who have already spent a year studying English and who have acquired an appreciable skill level may be given the option to provide community service in areas that require the use of English rather than continuing to study grammar in the classroom. In that way, students can practise and improve their linguistic skills. With regard to less common languages, the programme could review those courses and incorporate diverse teaching methods that encourage interactive learning and practical application. However, it is worth mentioning that the lack of students' linguistic preparedness is linked to a major social issue evoked in Section 1.5.2. Therefore, universities cannot be expected to train students to be fluent in English within four years of study.

Despite the lack of formal language proficiency courses in the curricula of BU and DU, students such as Robert (BU), Emma (BU) and George (DU) believed that their language skills were enhanced by their training, albeit in different aspects of language. Emma believed that *in terms of the grammatical aspects or the language [spoken] aspect, it also prepared me*. Feeling prepared in terms of aspects of language boosted Emma's confidence in pursuing translation. While acknowledging existing language proficiency, George recognised the programme's contribution to raising his skill level. George said: *I could speak some French, speak some English before I enrolled. But now, my level in these languages has been raised a little*. This shows that the programmes at BU and DU offer effective methods for language improvement,

although indirect, and further expand students' instrumental freedoms. However, the impact of the programmes may not be the same for all students, particularly not for those lacking a strong linguistic background.

Given the challenges lecturers face in developing students' language proficiency at the BA level, as discussed, it is worth considering whether professional translation should be an exclusively Master's level pursuit while NPIT is confined to the BA level.

4.5.3.3 Hidden curriculum

The selected programmes, through their language focus, appear to promote foreign cultures over Ghanaian culture. For instance, while BU explicitly aimed to train Ghanaians for positions in French companies, the emphases on "implanting" French and francophone businesses as stated in its objective: *train Ghanaians to occupy positions ... in the more than 70 French companies ... in Ghana ... and expand projects of implantation of French and Francophone businesses,* suggests a focus on promoting French culture and business interests. This could be seen as a hidden curriculum that indirectly prioritises foreign interests over promoting and supporting Ghanaian business and cultural identity.

This implicit curriculum manifests in all three selected programmes through their strong emphasis on French language instruction, neglect of Ghanaian languages, and cultural perspectives that could benefit Ghanaian businesses. The focus on English and French in Ghanaian translation programmes exemplifies the remnants of colonialism at African universities. By focusing on colonial languages, the universities reinforce the power structure between those languages and African languages. However, the argument is more complex. On the surface, this focus might appear to perpetuate the legacy of colonial powers; however, it could also be interpreted as an act of self-determination by Ghana or as a result of a ready market for foreign languages. It is clear that, 67 years after independence, GU and the other translator training institutions have targeted the formal sector and the international market; hence, the focus is on foreign languages and not local, indigenous languages.

4.5.3.4 Synthesis

While all three programmes prioritised the development of translation and linguistic skills, they seem to lack a strong focus on technology skills (particularly BU and GU) and on student knowledge of the ethics of the profession, which are crucial for translation graduates in Ghana, of whom many are likely to start their careers as freelancers, as discussed in Section 4.5.1.2.

Next, I will discuss the fourth capability, the capability for active and experiential learning. The discussion will follow the same format as for previous capabilities.

4.5.4 Active and experiential learning

Understood as learning by "doing" and by engaging in real-world experiences, active experiential learning aligns with the HCA's focus on fostering individual agency and capabilities. Allowing students to apply knowledge and skills in practical situations expands their capability to learn, adapt and participate in society. First, I will discuss how each of the three selected curricula incorporated experiential learning components.

4.5.4.1 Document analysis

Data reveals that all three participating institutions integrated some form of experiential learning, either real-world or simulated, into their written curriculum.

At BU, the modes of delivery, as stated in the syllabi, are mostly discussion, seminar presentations and practical group work, which implies student participation in the teaching and learning process. However, the Introduction to Interpreting course at BU, as outlined in the programme description, aims to introduce students to interpreting, which highlights its distinction from translation and its focus on key aspects such as breath control, processing time and structural transformation (redundancy, managing old and new information, etc.). This is an ideal curriculum. Yet, the course description does not explicitly mention opportunities to practise interpreting, which is crucial for interpreters. It suggests the development of interpreting skills but without practical opportunities. It is interesting that the translation curriculum at BU also mentions a Simulated Interpreting course, which focuses on "introducing students to the art of training conference interpreters" and emphasises "practical interpreting in selected settings" and "simulated events". However, graduate feedback indicates that those opportunities were absent, while lecturers reported only a few simulated activities in the classroom. The Simulated Interpreting course description, which emphasises preparing students to become trainers of conference interpreters, does not explicitly mention equipping them with the skills to teach interpreting. In fact, the programme, which, according to the coordinators, is designed to train translator/interpreter trainers, does not include any modules on translation didactics, teaching methods or pedagogy. The lack of practical experience for these supposed interpreter/translator trainers raises concerns in my mind about their ability to effectively train conference interpreters/translators. A good translation teacher, as Petrova and

Sdobnikov (2021, p. 273) highlight, must, in addition to knowing translation theory, have a "professional competence in translation/interpreting, know how the translation industry works, know the requirements of the translation market and know how to teach it all to students". Yet, in addition to the lack of didactics subjects, the programme does not make provision for real-life conference interpreting/translation experience for individuals who are expected to train others to practice as conference interpreters/ translators. If they teach, they may mimic what their lecturers used to do in class. However, as Petrova and Sdobnikov (2021) point out, that is not the most effective method for developing the skills needed to become successful translation teachers. In fact, none of the lecturers in the department at the time had specialised or had experience working as interpreters/translators. It appears that the demand for translator/interpreter training had increased, the university had introduced the programme, and lecturers with no education in translation were assigned the task. But, as Kiraly (1995:3) indicates, "It cannot be expected that language instructors without professional translation expertise will have a self-concept themselves or that will be able to help their translation students develop one". This gap in expertise, as the data suggests, hinders students from fully developing interpreting skills. It is important to emphasise that while curriculum development often strives for the ideal, universities might not have the capacity to deliver on that ideal. This means that developing a curriculum without budgeting to have staff to deliver on it or considering its practicality is a bureaucratic exercise with no impact on the development of humans. A course in translation didactics, an intensive course in interpreting and, as suggested by Gouadec (2003) and corroborated by Petrova and Sdobnikov (2021), at least three months of internship at a translation firm, an in-house translation service and as freelance professionals are crucial to enable students to gain the necessary expertise to guide future students.

BU should also consider capacity building by means of training courses for the existing lectures. However, the question I ask myself is, How much training is enough? Will a one or two-week course, which will easily fit into the schedule of lecturers, be enough? Or should they do a Master's degree? This dilemma underscores the complexity of ensuring that a curriculum provides a meaningful and lasting improvement in students' functional human capabilities.

According to the DU curriculum, students are required to write a dissertation and make seminar presentations. After one year of coursework, students undergo a three-month internship at reputable organisations in Ghana and elsewhere. Through internships and translation projects, which provide opportunities to apply skills in an African context, the programme could

contribute to development in Africa, particularly if placements occur at African organisations. This aligns with the university's programme objective (see Section 4.2.2). A course such as Translation Workshop aims to introduce students to crucial aspects of the translation profession, including contract management and client management, potentially simulating the world of work.

The GU programme highlights a one-year language immersion programme to expose students to real-world language. GU does not mention internships.

Having discussed the development of the capability for active, experiential learning in each of the written curricula, I will now examine its development through the perspectives of participants, which were gathered through semi-structured interviews.

4.5.4.2 Stakeholder perspectives

The academic community I interviewed, including professional translators, curriculum designers, lecturers, and graduates of the selected translation programmes in Ghana, valued learning through timed activities, learning by acting/simulated activities, and working on real-world problems. Figure 4.5 presents these three active and experiential learning approaches in three columns. Learning by acting or through simulated activities has the highest number of references and participant mentions, which suggests it is particularly valued, followed by learning through real-world problems. While still considered beneficial, learning through timed activities was mentioned less often.

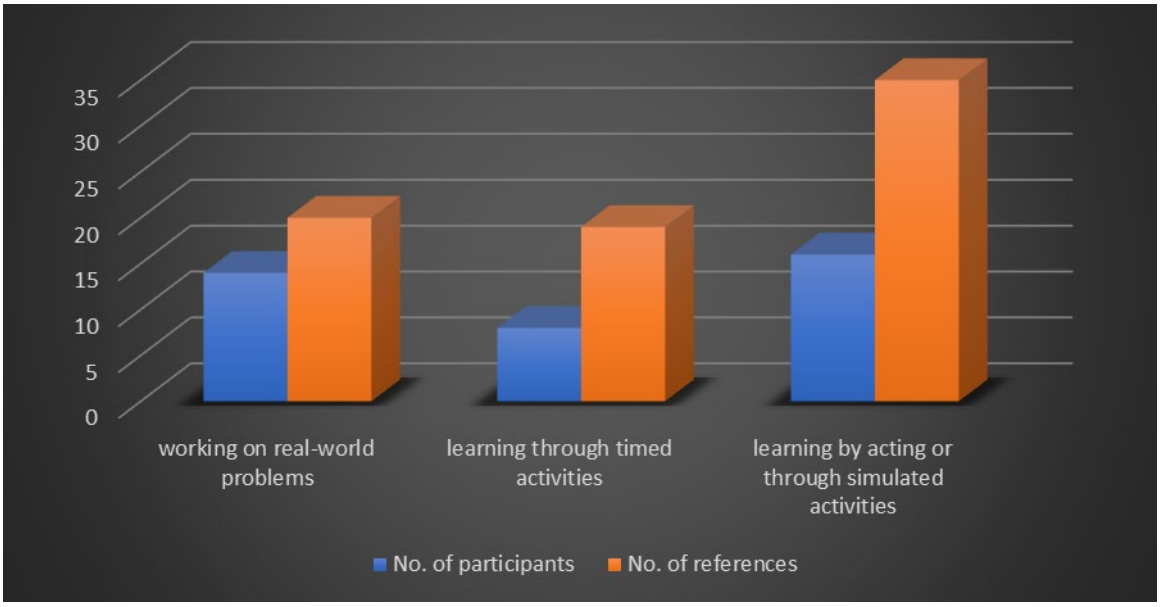

Figure 4.5: Visual representation for capability for active and experiential learning

I will now delve into the perspectives of each of the categories of participants.

4.5.4.2.1 Professionals

a. Working on authentic, real-world problems

The professional translators expressed their expectations regarding graduates' practical skills and experience in terms of graduate ability to work on authentic real-world problems.

Destiny, a professional translator who worked with young translators, complained about graduates' inability to apply theoretical knowledge to practical situations, resulting in unnecessarily long and potentially inadequate translations. This complaint calls into question the connection between training and practice in the professional field and implies a need for a stronger emphasis on practical training and real-world application during translation education. *What I have also noticed about young translators is that they learn techniques in translation school, but they don't know how to put into practice.*

Abugri, another professional translator, referred to how some educational systems focused on passing exams rather than building students' practical skills and making them market-ready by exposing them to real-world experiences. *You are required to pour everything out from your mind. You are so much limited in the use of those tools and then you train yourself to pass exam. Not for market because there was not so much exposure.* Abugri asserted that an emphasis on passing exams leaves graduates unprepared for the demands of the professional environment, which compels them to invest significant time and effort in bridging the gap between their studies and professional needs.

> *So, you end up exiting the school or even graduating as a first-class student with nothing to work with. Now you need to start again from scratch, yourself. So the exposure is not enough. You only complete to realise that you have not been adequately trained to compete with or meet the requirements of international organisations.*

b. Deadline management

Only two professional translators raised a crucial point regarding the translator's management of tight deadlines. Mabel described her ability to meet deadlines as one of her most substantial assets that contributed to her successful translation career: *So, people want to give me their job because they think I will finish fast but it will be quality.* Mabel highlights the need to prioritise quality alongside timely delivery: *I like to get it done and done very well.* This assertion is closely related to the *learning through timed activities raised by academic participants* (see

Sections 4.5.4.2.3 and 4.5.4.2.4). Destiny emphasised the importance of professionalism, effective communication and negotiation skills when it comes to handling deadlines. These qualities, she said, are crucial for navigating the challenges and demands of the industry. *When they give you deadline that you cannot meet, say no, that this deadline I cannot meet it. Negotiate and make sure you deliver on the deadline.* Destiny suggested that translators proactively communicate with clients about possible challenges and delays. This means that if universities focus their training solely on fixed deadlines, they might not prepare students for diverse real-world scenarios in which communication, negotiation and adapting to client needs are crucial.

4.5.4.2.2 Curriculum designers

The curriculum designers gave insight into the curriculum development process as it related to experiential learning. They focused on students learning by solving real-world problems. Only one curriculum designer mentioned learning through simulated activities.

a. Learning through simulated activities

Dr Morrison of DU was the only lecturer who reported that her university provided students with access to industry-standard software such as Trados. This confirms the availability of the resource and the opportunity for students to learn to use it. This aligns with the HCA concept of not focusing only on resources but also on access as part of assessing the individual's well-being. Students' instrumental capabilities are expanded as they learn theoretical translation skills and practical tools used in professional settings. Mastering these tools strengthens their digital literacy and expands their potential functioning as translators, making them more attractive candidates in the job market. *Now we have Trados licences for our students with periodic training. We also have Memsource, which is also a translation software that our students are exposed to* (Dr Morrison).

b. Working on real-world problems

Other lecturers emphasised learning by working on real-world problems. Although Dr Darko believed *the practical aspects are what adds to the knowledge competence that they gain … Then, at the end of the programme they become fully equipped with the competence that they need to have within the job markets*, internships and other experiential learning opportunities are not fully integrated into the curriculum at BU. For instance, according to Dr Darko, BU

helps create experiential opportunities for students *by showing them avenues for internships so that, while they are acquiring the knowledge, they try to acquire certain skills and practice*. The internship opportunities "shown" to students may not be readily available or accessible to all students. Just *showing them avenues for internship* also reveals gaps in the institutions' ability to assess how meaningful and effective the learning experience is, if at all students decide to do it. Therefore, strategically integrating internships into the curriculum with clear learning objectives will maximise their impact.

In her turn, Dr Morrison reported how DU prioritises good quality practical learning by ensuring that experienced translators and interpreters oversee the intern activities to guarantee structured learning and valuable feedback. Students are also offered mentorship, which is crucial for skills development. Furthermore, avoiding simply *throwing them somewhere* shows the institution's commitment to finding internships that offer meaningful learning opportunities in relevant settings.

> *We try to send our students to places where there are trained interpreters or translators who can also provide them supervision. We don't just want to throw them somewhere where they will be used.*

According to Dr Morrison, experiential learning in a practical field equips students with practical skills such as deadline management, adapting to client needs and building a professional reputation. These are crucial skills for successful translation in many professions.

> *When you are in school, sometimes when a lecture gives you a text for two hours, you can complain. But when you are working now and they give you a text and the customer give you a deadline. If you don't respect it, you won't be paid. And your image will fall down. So it's very good to be in a practical aspect and practical field and show or learn this aspect.*

Dr Morrison also explained how DU leveraged internal resources by utilising the expertise of the Transbureau of DU to provide convenient access to internship possibilities with readily available supervision.

> *We have the Transbureau of DU, which is also manned by trained translators, and so they get experience through the internship opportunities that are presented to them.*

Aside from the internship opportunities offered, Dr Morrison said DU exposed students to real-world contexts by including translation of websites and novels and other real-world translations as part of students' translation projects before graduation. Offering a variety of internship and

project types makes the programme flexible and adaptable to students' individual interests. This approach aligns with the HCA, as it promotes choice and freedom to pursue valued careers. In addition, allowing students to claim ownership of their projects fosters intrinsic motivation, confidence and accountability.

> *We also try to include, or their projects, things that are quite realistic. For example, translating websites, things that they can claim ownership of. So, we have tried to make the programme as open as possible to the various job opportunities that are available.*

However, it is unclear from Dr Morrison's assertions whether the projects involve collaborations or external partners; if not, DU could consider it as a way of developing students' collaborative and communication skills, which are key capabilities for navigating diverse work environments.

Like Drs Morrisson and Darko, Ebenezer (GU) mentioned the importance of internships for translation students by highlighting their role in expanding students' instrumental freedom by exposing them to a rapidly evolving field and fostering their capability for adaptation and openness to change:

> *[Internship allows students] to get the real experience because what you do in class, you might go out and if you don't have the experience … these days things are changing fast, so it is better you equip yourself with what is happening in the field.*

In recognising that students *need real-life experiences in translation*, Ebenezer indicates that GU lacked commitment to implementing institution-level initiatives to integrate real-life experiences, such as partnerships with translation agencies to ensure all students benefit from valuable practical exposure. This means that students have to rely on individual lecturer initiatives, such as bringing personal work to the classroom, rather than on a structured programme, which limits students' exposure and access to diverse experiences of the real world. Furthermore, lecturers' concerns about confidentiality or finding suitable documents may pose challenges to incorporating real-world translation documents in classroom lessons.

> *I think they need real-life experiences in translation. But that has not been integrated yet. Sometimes I try to bring some of my work to class to help them, but I think, overall, we don't get to give them that experience (Ebenezer, GU).*

Students are, therefore left to look for real-world opportunities such as internships themselves but, as Ebenezer indicates, only *a few of them manage to find a place*. Expecting students to take sole responsibility for the internship search might disadvantage students without strong connections or knowledge of available opportunities. This could hinder their ability to develop essential capabilities, such as confidence in their ability to translate and develop their practical knowledge.

Consequently, Ebenezer proposed a solution that aligns with the HCA, which focuses on enhancing students' instrumental freedom and agency through real-world experience. The suggestion acknowledges the current limitation of engaging only a few students in practical work through existing agreements, which restricts opportunities for many students to develop vital capabilities needed for their future careers.

> *Yet I think when we take the lead to liaise with those institutions ... I think we need to make it more practical. Even though we have an agreement with some entities to employ maybe two or three people, we need to expand this type of agreement to several of them, so we can have many more of the students in those areas to get a feel for what they will be expected to do when they go out.*

GU could proactively seek and establish wider partnerships with various institutions, such as international organisations or experienced freelance translators, to create more extensive practical opportunities for more students to participate and benefit from real-world exposure. Doing so can foster the development of valued capabilities for a more significant portion of the student population. However, the initiative should not only be limited to access. Instead, the partnership must provide meaningful and relevant practical experience that aligns with programme objectives and student needs. Further discussion between university management, students and lecturers can give insight into possible avenues for programme improvement.

4.5.4.2.3 Lecturers

I will now delve into lecturer views on the importance of active and experiential learning and their implementation strategies.

a. *Learning through timed activities*

For the lecturers, improving students' attitudes as translators by building up their professional competence regarding meeting client deadlines, enhancing their ability to handle stressful situations and building up their resilience were significant.

According to Dr Morrisson (DU), her institution endeavoured to produce translators *who are people of integrity who stick to deadlines or agree to deadlines they know they can keep*. This is similar to the view of her colleague, Edmond (DU), and which resonates with almost all the lecturers and curriculum designers: produce *students that are time conscious because as translators, time consciousness is very, very critical and very, very key*. Richlove (GU) referred to her desire to cultivate *dependable* and *trustworthy* translators through timed activities, as these qualities are vital for building trust with clients and achieving sustainable careers: *They should be translators who deliver on time and their work is quality ... so their dependability will even be a source of marketing for them and they should also be trustworthy.*

These words align with those of Mabel (see Section 4.5.4.2.1). Richlove talked about employing timed activities to test students' *thinking capacity* and ability to deliver translation texts under pressure – a valued capability for translators.

For these reasons, lecturers used timed activities to develop essential time management skills and students' work ethic. Edmond (DU) talked about ensuring timely submissions by automatically setting the institution's learning management system to reject assignments submitted after the deadline. Edmond also said says he insisted *they come to class on time* and he *takes attendance* because, for him, *to be there on time is very, very critical as part of the class ... beyond your ability to do all the work that we are asking for*. By ensuring early submission and class attendance, Edmond instilled discipline and responsibility, which are important aspects of professional work ethics.

Asamoah (GU) adopted a strategy that awarded students extra marks for timely submission, while those who submitted late *lose a lot of points*. While time management is important, Asamoah's approach may not be pedagogically effective. First, penalising late submissions might disproportionately impact students who struggle with this skill and could harm their overall grade even if they demonstrate strong translation skills. This consequence is evident in the words of Asamoah himself*: as a result, you realise that some people who are good and tend not to submit to their works on time, they end up getting grades like B, B+ instead of an A.* This may be considered unfair and undermine students' ability to develop their skills. Second, students may prioritise meeting rigid deadlines over meticulous translation and error

correction, thereby contradicting an important purpose of the programme: educating skilled and thorough translators.

Although Edmond (DU) referred to equipping students to realistically communicate with clients to avoid potential issues such as missed deadlines – *the ability to be honest about their work in terms of giving timelines* – his approach of having the learning management system reject late submissions seemed to give students the option to negotiate deadlines, which undermined the intended goal of fostering ethical practices and building students' negotiation skills. The lecturers did not seem to provide any guidance or scaffolding for students struggling with meeting deadlines, apart from giving *them timelines for them to respect; very limited time* (Richlove, GU). According to Richlove, *there are some of them who are able to meet up with my expectations in terms of timelines … which is also in a way grooming them to become time conscious.* What happens to students who do not know how to plan and organise their time? This situation has social justice implications because the capability of this group of students to work efficiently and manage time in their careers in the future will be affected.

Furthermore, students with external constraints or diverse learning styles might struggle with strict deadlines and attendance requirements, which could limit their learning opportunities and human capabilities development. Consequently, lecturers must consider these scenarios and legitimate excuses, such as documented emergencies or medical issues, while encouraging open communication to foster fairness and inclusivity. Also, enabling students to reflect on how time management contributes to their development as responsible professionals, rather than making deadlines an end in itself, will help students establish the connection between time management and quality translation.

b. Learning through simulated activities

Being able to imitate real-world activities in the university setting was considered by both lecturers and graduates as a valuable capability for exposure to the real world and an opportunity for students to develop intended skills and test their knowledge.

Simulated activity in the classroom, as employed by Asamoah (GU) to introduce students to various translation technologies crucial for today's world, enables students to learn to use technology as a tool to translate and manage projects. Analysing machine translation and comparing tools and choices provide opportunities to engage with knowledge and reflect on their learning; doing so encourages agency, a key capability of the HCA. Students can choose

the most appropriate tool for each task, work on diverse projects and adapt to evolving technologies.

> *I can ask them to use a maybe Phrase or Memsource, at times Smartcat, at times too I can ask them to use their own tools that they find online and tell me what they realised after they have worked, they present the source text, they present their pre-translation and name the machine that they used, and then the post edition like the contributions that they made to their work.*

Simulated learning was adopted at BU to train translation students in consecutive and simultaneous interpreting. Using real-world materials such as sermons and speeches exposed students to authentic language in various contexts. Also, according to Dr Pete, as students take turns to interpret, they are able to practice in a simulated setting, which encourages active participation and engagement.

> *We play a sermon or play a speech and I will get the students to take turns at interpreting. So a speech of one hour, we give the students 10 minutes each to do the interpreting ... So we get them to by extension, do so on their own* (Dr Pete, BU).

However, 10-minute segments in one semester comprising about 12 weeks of teaching might not be enough for students to fully develop their interpreting skills. It would be preferable to promote deeper practice by allocating more time per student. This would empower them to become successful interpreters.

Edmond (DU) expressed his view of simulated time-bound activities as a training ground for students to develop time management skills. By practising time management during simulated activities, students actively engage with skills, going beyond passive theoretical knowledge and developing practical capabilities they can apply readily beyond the classroom. *Because they're practising it in class, I expect that they should be able to have these skills as part of them after they are done with this course as well.*

c. *Working on authentic, real-world problems*

Participants presented learning by solving practical, real-world problems as essential for graduates to function and flourish, which aligns with the HCA. Lecturers and curriculum underscored the importance of working on authentic, real-world problems for the success of their graduates: *Because they are not going to practice in the classroom. They will be practising outside* (Evans, DU), there appears to be limited exposure to the world and practical skills for

some graduates, which could hinder their ability to pursue their instrumental freedoms, their chosen paths and their ability to compete in the market (see Sections 4.5.3 and 4.5.4.2.4).

4.5.4.2.4 Graduates

Graduates also expressed their perceptions of the quality and impact of experiential learning in terms of learning through timed action, simulated activities and real-world problems.

a. Learning through timed action

For the students, being resilient and delivering translation tasks related to real-life scenarios due to the training received was a valued functioning that stemmed from the capability to undertake time-bound activities. Kwame's successful internship experience shows how time-bound activities can help students build resilience and confidence to work under pressure, thereby facilitating their adaptation to demanding translation situations. *My first internship assignment, in [country] my boss gave me 54 pages and I had like five days, into French. He was thinking that I wasn't going to deliver on time.*

Kwame also pointed out how strict professors can motivate students to complete assignments, thereby contributing to developing students' time management skills.

> *You know, in the programme, if you have people like professor [mentions the name], there is no way you will not do your assignment, so you make sure you do your assignment on time so I think it has helped me a lot in terms of time management.*

This aligns with what Robert (BU) said: *When you're given an assignment to do the, they demand that you do it on time. Their demeanour will even tell you that you don't delay.*

However, relying solely on external pressure from professors, grades, or potential consequences might not foster intrinsic motivation for applying time management. Students might lose the ability to self-regulate and manage their time effectively when these external pressures are absent, which can hinder their development of sustainable skills. However, lecturers do little more than provide resources and guidance to help students develop time management skills. In this way, they can create a learning environment that prepares students for successful careers while upholding principles of ethics and the value of high-quality translation work. Ultimately, students must also exercise their agency to ensure that they effectively manage their time and prioritise tasks.

b. Learning through simulated activities

Steph (BU) believed that the adoption of simulated classroom interpreting exercises resulted from lecturers' realising the limitations of "book" learning and the need for practical application in addition to theoretical knowledge, as emphasised by the HCA. She highlighted the limitations of the approach, including the lack of authenticity of the simulated exercises. *I think the lecturer realised that you couldn't have just been doing the book book part. So we tried some interpreting, but just classroom level interpreting, we didn't have any booths or anything so. Just classroom.*

While the lack of professional equipment and resources, such as booths, could affect students' confidence in their ability to interpret in a professional setting, it could also encourage ingenuity and adaptability because students would have to rely on their fundamental interpreting skills rather than on technology – a crucial capability for interpreters, especially in situations where resources are limited. Lecturers could enhance students' transferable skills by increasing the complexity and authenticity of simulated exercises, for instance, through collaborations with interpreting organisations or simulations with real-world scenarios.

While Edmond (DU) championed the role of simulated activities in fostering practical skills, Daniel's (BU) experience shed light on the potential limitations of this approach. The lack of infrastructure, specifically a language lab, limited access to essential resources and impeded students' ability to test their knowledge independently and utilise specialised equipment. Daniel underscored the importance of infrastructure in enabling effective learning, especially for a translation programme. The lack of infrastructure creates an unequal playing field, on which students with access to alternative resources might have an advantage in developing their translation skills. This contradicts the focus of the HCA on ensuring equal opportunities for individuals to achieve valued functioning.

> *Infrastructure, the enabling environment that will enhance teaching and learning, we don't have it. I think there should be a language laboratory where there are certain things you do there actually to really to ascertain that what you are learning to really confirm what you are learning that you are going a headway. But we don't have those facilities.*

c. Working on real-world problems

Daniel (BU) suggested that the absence of hands-on experience in the programme design might hinder graduates' ability to apply theoretical knowledge to practical situations. Unlike the

professional translators quoted above, who had a purely utilitarian view of exposing students to real-world experiences – preparing students for specific demands of the market – Daniel's focus was on the programme becoming *conclusive* and training students to become *well-rounded* graduates who have developed across multiple functionings – not just intellectual (knowing) but also social (relating), emotional (feeling), and practical (doing).

> *The course models are designed in such a way that we go theoretical, leaving behind the practical aspect. I think that aspect should be also looked at in order to make it very conclusive programme of study that will actually train students in a way that they'll be well-rounded when they graduate.*

This view was corroborated by Emma (BU), who said that although the programme at BU comprised an interpreting component, it mainly focused on theory at the expense of practical experience, leaving students unprepared to practice:

> *The reason I don't really talk about the interpreting that much is because yeah, we did interpretation for only I think the first two semesters. it was good, but it was not practical. We were able to learn the theory aspect of interpreting and all that, which is very good. But you know ... interpretation is practice.*

Emma believes understanding interpreting theory is valuable, but true skills development comes from applying it in practical settings. A lack of practical, real-world experience (in this case, booth experience in simultaneous and consecutive techniques) affected the graduate's ability to achieve valued functionings such as interpreting in the booth or confidently handling challenges. This, she said, hindered her agency and affected her confidence and ability to pursue interpreting as a career choice (*The reason I don't really talk about the interpreting*). I, therefore, wonder about the essence of training that does not equip students to utilise or practice what has been taught if they so desire. Emma said:

> *The theory is good, but if you don't practise even the courage alone, the confidence alone to interpret is something else. And we didn't practise in a booth ... So that's how come I don't really want to talk about it. That's why I said in terms of the technical aspects, it didn't meet my expectations ... We didn't really do that.*

Daniel called for a shift towards capability development, where the focus was not only on imparting knowledge but also on creating opportunities to practise and develop essential skills and functionings. I wonder why there is a lack of practice opportunities. Could it be the lack of

equipment or the lack of lecturer expertise, lecturer/institutional perception or policy-related hurdles? These are some of the complex issues that could account for the seeming overreliance on theoretical knowledge, and for which this study cannot provide exact answers. Another study could focus on conversion factors that constrain the integration of real-world experiences into the translation curriculum of BU. All the same, I propose that the university partners with relevant organisations to offer students opportunities to acquire hands-on experience. An internship, for instance, provides a chance to apply theoretical knowledge acquired at university to real-world tasks such as translation, which aligns with the core principles of experiential learning. Daniel refers to the Transbureau of the GU as an avenue that BU could explore to offer students exposure to different fields and situations, thereby broadening their understanding and skillsets. [Internship would be] *Very, very useful. A place like GU where they have a Transbureau if students are to come and are given tasks to discharge, I think you actually practicalise what you learn as theory at the university.* Transbureau is but one of the internship opportunities the university can explore in addition to other institutions in and outside the university, which could offer valuable experiential learning opportunities for its students.

While the translation of texts, websites and novels as part of student projects (see Section 4.2.4.2.2) may be good initiatives, universities could also consider creating opportunities for students to interact directly with clients and receive feedback, as suggested by George (DU):

> *Maybe lecturers could bring in documents that are very topical, which has been brought for immediate translation for the students to work on. And then after the translation, there should be a discussion session in class … and then the final version that will be handed over to the client, should be shared with the student.*

This approach would allow students to apply and refine their skills in real-time to improve their capability to adapt to client needs and achieve desired career goals.

Additionally, while Dr Morrisson emphasised the programme focus on translating relevant information such as websites and novels as student project work (see Section 4.5.4.2.2), graduate feedback suggests a disconnect between this ideal and the reality. Their experience indicates that translated texts are only submitted to the university as a programme requirement, and could end up unused. Similar concerns were raised by graduates of BU. The programme's contribution to solving Africa's problems could be maximised by focusing on real-world, context-relevant translation initiatives. Imagine graduates making vital information, such as

health campaigns, medical documents, educational materials and government documents, readily available in local languages. Translating technical manuals and business agreements would be equally valuable, facilitating business communication and fostering regional economic growth through increased transaction opportunities. They could also promote African literature and arts to allow for broader appreciation and dissemination of African culture on a global scale. These are a few considerations the programme could undertake. However, I acknowledge the impact of time and other institutional requirements on the scope of projects students can undertake.

In terms of offering realistic tasks, George (DU) lamented that *some of the texts that we translated are not examples of documents that we may get from the job market*. Elery of DU reported a contrary experience: *They used, you know, documents you see in the real world*. This shows how much students value learning experiences gained through working on real-world scenarios. In this regard, lecturers could incorporate texts that are representative of what students might encounter in the job market, to equip them with immediately applicable skills for career placement. Communicating to students about the choice of uncommon texts for classroom translation could also increase student motivation and encourage their active participation, thereby empowering them to acquire the capabilities they need to thrive in the dynamic world of work.

Nii (GU) expressed frustration about restricted access to real-world experience for students of GU, thereby highlighting the gap between desired learning outcomes and the programme offering. Nii compared the ideal scenario of widespread internship placement with the perceived reality and indicated a desire for increased access and exposure to practical learning experiences. This experience of having limited practical experience opportunities can reduce students' confidence and negatively impact their agency. *How possible is that with all these regional and international organisation GU is not even able to tell them we have students. They need practise, they need internship?... that would have been more experience for us.*

Furthermore, while the GU programme emphasised the valuable skill of a third language for navigating the *multilingual communication market*, student and lecturer feedback suggests students are not achieving full fluency by graduation. I, therefore, wonder why the current approach is not adequately preparing graduates to leverage the third language advantage. Several improvements could bridge the gap between expectation and reality. While an immersion programme could offer invaluable real-world experience, adding another

programme might increase the financial burden on students who probably already participated in a similar programme for either French or English. Therefore, exploring alternative solutions, such as integrating translation exercises involving a third language alongside their English and French studies, could solidify language skills and connect them to future careers. Additionally, focusing on spoken language and conversation practice would equip graduates for real-world interactions. Thus, simulated learning, in this case, appears to be a more practical and feasible option than an immersion programme (real-world experience).

4.5.4.3 Hidden curriculum

While the education philosophy followed by lecturers is not stated explicitly, their emphasis on timely submission and, in the case of Edmond, class attendance, reflects underlying values and expectations. The insistence on punctuality and timely submissions conveys a strong emphasis on discipline and responsibility. Furthermore, by enforcing deadlines and attendance requirements, lecturers established a structured learning environment that could help students develop good work habits and time management skills. Finally, their approach reflected the expectations of the translation industry, where punctuality and adherence to deadlines are crucial for success.

However, an implicit focus on speed might unintentionally pressure students to prioritise meeting deadlines over their own well-being, which could have negative consequences, such as sleep deprivation. For instance, Kwame, a graduate of DU, recounted having to translate a 54-page document within five days for his first internship assignment. This assignment could be unsustainable and potentially harmful. It is for this reason that translation programmes have to, in addition to training students to work quickly and manage time, encourage students to prioritise their well-being and set or accept realistic timelines.

4.5.4.4 Synthesis

Despite acknowledging the importance of active and experiential learning, the curricula examined in this study do not fully reflect this value. While internships and simulated activities are employed, access to internships can be limited and timed activities may have unintended consequences unless they are guided properly. Additionally, the simulated activities did not adequately reflect the realities of the translation profession. Incorporating projects grounded in the Ghanaian context could enhance the relevance and effectiveness of the curricula.

The following section will explore the capability for autonomy within the context of Ghanaian translator education.

4.5.5 Autonomy

Capability for autonomy, as defined by Wood and Deprez (2012), encompasses students' choices regarding how and what to learn, as well as how to demonstrate their learning. From a curriculum perspective, autonomy is reflected in programmes that foster independent thought and agency (Murray, 2024).

This section will explore the development of autonomy by the selected curricula and through participant perspectives. This will involve examining how the curricula foster independent thought, agency and decision-making by students.

4.5.5.1 Document analysis

This part will examine how the written curricula fostered independent learning and decision-making through, for instance, self-directed learning projects and open-ended assignments.

GU employed a scaffolding process. A course such as Comprehension and Summary in the second year guided students to identify themes and subjects of texts. This course provided a foundational skillset for later independent work. In Introduction to Style in the third year, students were expected to *use appropriate words* and *organise their thoughts* independently to demonstrate a gradual shift towards self-directed learning. In the case of both BU and DU, independent research was encouraged through thesis projects. While they offer varying levels of supervision, these universities empower students to select research topics and conduct in-depth investigations to foster autonomy.

4.5.5.2 Stakeholder perspectives

Participants expressed their perspectives on whether young graduates should or could work autonomously. Autonomy for lecturers and graduates emerged as meaning being self-directed or being independent in their learning. Data on the perceived importance of these aspects of autonomy in the context of Ghanaian translator education are presented in Figure 4.6. The chart highlights self-direction in learning as the most valued aspect of autonomy by participants. Working independently had fewer references and participant mentions, which suggests that it is considered slightly less important than being self-directed in learning. Being financially

independent was the least frequently mentioned, meaning it occupies a less prominent place for participants.

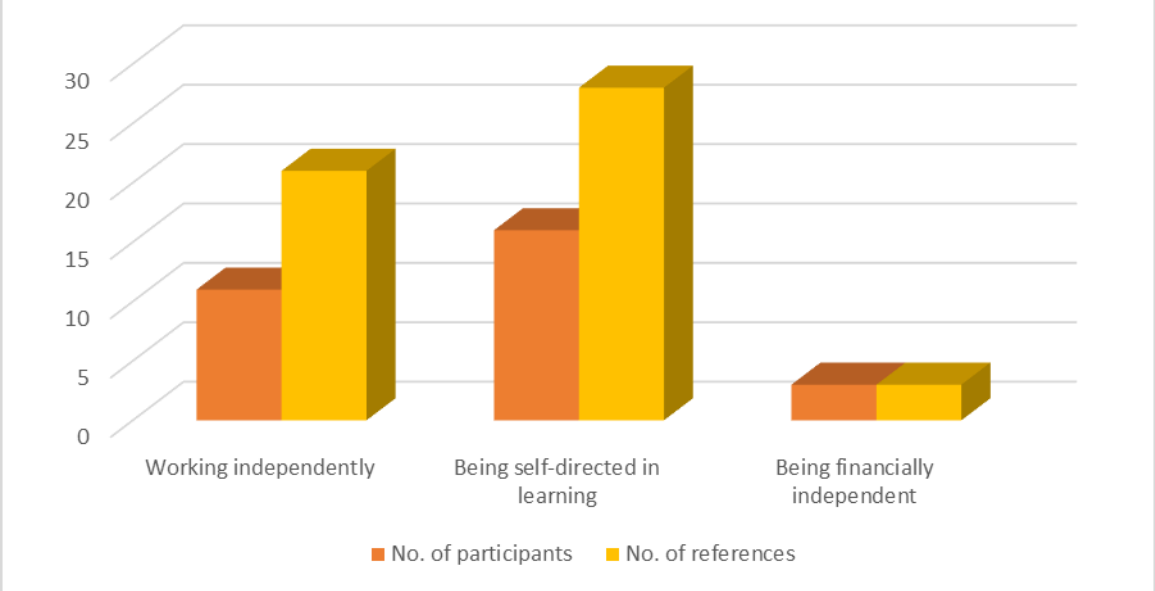

Figure 4.6: Visual representation of capability for autonomy

4.5.5.2.1 Professionals

a. Working independently as translators

The professional translators outlined their expectations regarding graduates' ability to work autonomously. Abugri advanced various reasons why a young translator should work independently. For him, working independently allows the young translator to choose projects that align with their learning goals and develop specific skills not limited by organisational needs. Doing so expands their instrumental freedom in knowledge. Furthermore, making independent decisions, managing projects and learning from mistakes foster the translator's agency and confidence in their abilities and empowers them to navigate professional demands and build a strong personal brand.

> *Once you join an organisation your learning process on the job is limited because the organisation's requirements are what you have to work on … But when you are working on your own, you have enough time to make your own mistakes and amending them and learning and shaping yourself to become a better person in terms of translation.*

However, successfully establishing an independent practice requires business skills, marketing knowledge and the ability to secure clients, and like Abugri himself said, *In our context in*

Ghana, based on the way we are being trained out without being prepared for the job market properly, it can be challenging, especially for young professionals with limited resources and networks.

Learning about self-employment and business practices can foster confidence in translators and empower them to pursue independent careers instead of depending on traditional employment structures. Also, offering mentorship and networking opportunities for new graduates so that they can gain insights and build credibility should be considered. This is because, even when working independently, mentorship and networking can provide valuable guidance and support, enable faster growth and reduce potential pitfalls such as the one described by Mabel:

> *I thought it would be easier working on my own ... We got an offer… but we didn't know how to go about it ... imagine we were working with an experienced one, we would have known that you do this you do that. Before we could say jack, an experienced person took it from us.*

It is for reasons such as this that the three other professional translators believed that it is unwise for a young translator to work independently and unsupervised. Mabel advised young translators to *work under someone*. Afi believed it would be *very dangerous for you to work unsupervised*. She believed one could only work independently as a translator if *You've already been through the mill ... where you've understudied another translator or other translators, where your work has been revised so many times that now you've started perfecting yourself.*

She highlighted the importance of supervision, which could empower young graduates to learn from their mistakes, refine their skills and eventually work independently with assurance. Mabel added that experienced translators impart knowledge and skills that expand young translators' capabilities, such as adapting to client style: *the reason why you should also be working under the seasoned ones is because they may have experienced these ones and so it's easier for them to even detect it.*

Destiny, on the other hand, believed that it is possible to work autonomously *if the person is very good*. While Afi also believed that a young translator could work independently if they were *good*, her idea of *good* can only be achieved by understudying a more experienced person. She stressed the rigorous quality assurance processes involved in professional translation and the fact that working independently means the revision and proofreading processes typically conducted in a professional setting are difficult, causing errors that could impact the young graduate's reputation and marketability.

Additionally, Afi underscored the importance of mentoring as a scaffolding journey towards the young graduate's autonomy. Afi used the analogy of doctors undergoing residency for some years before venturing into private practice. In contrast, Destiny emphasised that the *good* translator can refine their skills by revisiting their work later and identifying areas for improvement, not necessarily only by understudying an experienced person.

From the foregoing, it can be deduced that while independent work can be rewarding, young translators in Ghana must prioritise supervised experience and mentorship to build a strong foundation of knowledge, skills, network and confidence. The system in Ghana does not seem to encourage young, inexperienced translators to work independently. While the professionals, lecturers and curriculum designers recommend that young translators start their careers working under the tutelage of more experienced practitioners, I wonder: how many graduates have access to seasoned translators? Are the graduates who understudy experienced ones able to become independent indeed, or do they have to depend on their mentors for as long as they want to survive? Are the seasoned translators willing to offer the young ones much-needed mentorships? Do the seasoned translators, most of whom are freelancers, have the capacity to engage young translators? Do the terms of reference for such engagements lead to the exploitation of the young translator, whose inexperience or quest to succeed may make them vulnerable to exploitation, or do they benefit both parties? Do young translators have a say in those terms of reference? These and many more interesting questions could be explored by another study.

4.5.5.2.2 Curriculum designers

a. Being self-directed in learning

The curriculum designers gave their insights regarding autonomy as a learning outcome in the curriculum development process. Their reflections captured the three roles of lecturers in self-directed learning proposed by Learning (1999): the facilitator role, the enabling agent role, and the resource agent role. The facilitator role adopted by BU is reflected in the words of Dr Darko: *much of the work in the development of lifelong competence depends on the students. The lecturer is there as a guide … So, students are exposed to these avenues and then, they [students] take advantage of them.*

The lecturer leads the students in the process of discovery and opens their eyes to opportunities so that they can pursue their learning objectives and develop lifelong learning competence. The students' agency in driving their development is emphasised, while the lecturer acts as a guide

by providing scaffolding; ultimately, the learner actively engages and takes advantage of the learning opportunity. There is an emphasis on the shared responsibility between lecturers and students to foster essential competencies. Ebenezer emphasised that GU provides students with *what they need* through basic training. Building students' instrumental freedoms through foundational knowledge and skills aligns with the HCA. While providing students with *what they need* is commendable, fostering agency requires students to be empowered by taking into account different students' circumstances, such as motivation and personal circumstances, as described by Dr Ampadu (DU), to provide an inclusive and effective learning environment for all.

> *As a lecturer, when you're in in front of your students, you can know exactly who will succeed, who really wants to be a translator. And then some who are coming just to have some degrees. you can also easily know. But for those who are really involved, first, what I know from Diamond University, those who are coming for training and they are really involved in the studies, at the end of the studies they get something to do (Dr Ampadu).*

Dr Ampadu seemed to believe that students' potential for success in translation can be deduced from their level of engagement in their studies. It is true that, in self-directed learning, "much of the learning takes place at the learner's initiative" (Learning, 1999, p. 9). However, lecturers and institutions can play a significant role in creating a stimulating learning environment for students. Recognising diverse student backgrounds is essential for supporting self-directed learning and promoting lifelong learning. By catering for various learning styles, universities can empower students to take the initiative, pursue their goals and engage in continuous growth (Boyer et al., 2014; Patterson et al., 2002). However, suggesting that students *should be able to develop these tools* implies an expectation of self-directed learning. If universities recognise and cater to diverse learning styles to support students in their journeys to engaging in knowledge acquisition and growth, then it will be up to individual students to seize those opportunities according to their valued goals. However, it is a complex endeavour to cater for students with diverse backgrounds and needs.

Lecturers or institutions can also foster self-directed learning by playing the role of resource agents, acting as intermediaries, and linking those with issues with other experts and people who can help students resolve issues or reduce their effects. Dr Morrisson talked about how DU supports continuous learning for its graduates by actively gathering and sharing information about further training, seminars and internship opportunities across various

platforms, thereby empowering graduates to be proactive in pursuing opportunities that align with their interests and goals.

BU fostered self-directed learning by giving students the freedom to choose internships based on their interests and capabilities, but it lacked an integrated slot in the curriculum and did not support students in finding such opportunities. In this case, the institution did not play the role of a resource agent. *For internships, they are left for the students themselves to decide, based on their availability. But then the department is always ready to help but we don't have that slot within the curriculum* (Dr Darko, BU). Students are left solely responsible for finding internship opportunities without adequate learning and without being linked to suitable organisations that could take them on for internships. The offer of *openness to help* sounds vague and reactive because, as was mentioned by Drs Osei and Darko, the programme does not have slots for internship in its curriculum because this activity does not align with the objective of BU to train academics and not professional translators.

Furthermore, saying *that when opportunities come, I get them informed highlights the institution's reluctance to actively seek internship opportunities for students,* instead of relying on chance or passively waiting for opportunities to be offered. However, Dr Darko also highlighted a critical point in self-directed learning, namely student initiative and drive to act upon opportunities even if they are limited: *the very serious ones take advantage*. However, the assumption that students who do not take advantage of the opportunities that *come* are not *serious* presents a limited view of self-directed learning, contrary to the conceptualisation of Learning (1999). According to Learning (1999, p. 9), "self-direction is best viewed as a continuum or characteristic that exists in some degree in every person and learning situation*"*. Thus, students who do not *take advantage* of the limited opportunities offered by BU may not necessarily lack self-direction but may instead be affected by life circumstances or environmental conditions they have no control over (Learning, 1999) or that the *opportunity* may not align with their individual goals, values or personal situations. It is, therefore, important for training institutions such as BU to consider segmenting opportunities and expanding them according to students' different needs, learning experiences and individual circumstances so as to ensure more equitable access to opportunities.

Dr Morrison (DU) made a similar point about graduates' initiative and drive, albeit with a more neutral tone and respect for their autonomy. She acknowledged that graduates ultimately make their own choices, which fosters a sense of ownership and responsibility for their learning

journey (Learning 1999): *But once you are graduate students, we cannot force them. We can only encourage them.*

The variation in perspective or tone may be because Dr Darko is looking at self-direction in the context of students who were undergoing training and were expected to take a keener interest in their learning, while Dr Morrisson was looking at it in the context of graduates, who had completed formal training were, therefore, under no obligation to pursue opportunities suggested by their former institutions. However, it is necessary to note that graduates differ. While some may prefer independent exploration, others may benefit more from more structured guidance (Mac Intosh et al., 2020). Therefore, encouraging graduates, as suggested by Dr Morrisson, and sparking intrinsic motivation beyond merely providing opportunities will help foster a culture of self-directed learning in graduates. Furthermore, institutions should gather feedback from graduates and students to assess the impact of their efforts to promote self-directed learning. The needs and preferences of graduates and students need to be understood, and their engagement with available resources and opportunities should be tracked.

4.5.5.2.3 Lecturers

The following section will explore lecturer views on the importance of autonomy in student learning and strategies to foster it.

a. Being self-directed in learning

Translation lecturers indicated that the ability of translation students to seek new knowledge and remain motivated independently was essential. For instance, when I asked about preparing students for the job market, Dr Osei said he could not speak for all of them because it *would depend on the individuals*. Dr Osei's statement highlights students' agency in their own flourishing and development, which is in line with the HCA.

Regarding student agency in the learning process, Asamoah (GU) distinguished three different student types at GU and their self-directed learning potential, as alluded to by Dr Ampadu (see Section 4.5.5.2.2):

i) Highly motivated, passionate students who are self-directed students who are actively seeking internships and learning opportunities to improve their skills as they pursue their chosen career in translation and interpreting;

ii) Moderately motivated students whose primary interest lies outside translation, which possibly affects their self-learning drive. However, depending on their goals, they might actively pursue relevant language skills; and
iii) Students with academic struggles whose previous academic challenges might affect their confidence and motivation for self-directed learning.

> *We have three types of students who come to GU. We have those who have the passion for the job … they want to become translators and interpreters. We have those who simply want to have a fair background about the language, and they want to opt into another field. And then you have those who because they didn't get any school around and they have bad grades so they just come around. So, the first category they're the ones who look out for internships that they do during their vacation.*

By emphasising the enhancement of learner agency in the learning process, Edmond (DU) underscores the facilitating role of lecturers (*guide them and help them*), particularly at challenging times. The facilitator helps students overcome challenges and progress on their self-directed learning journey. This approach aligns with the HCA's focus on removing barriers and supporting individuals in developing their human capabilities.

> *And then you should just be there to guide them and to help them wherever they have difficulties … the more they understand that you have to be able to do your own translation, but you should be able to defend it and explain why you choose what you choose.*

The mention of *they have to be able to do their own translation* shows that self-directed learning was encouraged. Students' agency and personal choice were fostered by avoiding limiting students to predetermined translations. Also, Edmond stressed the need for students to justify their translation choices (*explain why you choose what you choose*), thus promoting accountability in decision-making. According to Patterson et al. (2002), these are very important competencies for promoting self-directed learning. It would have been interesting to see whether power imbalances were created in these lessons and whether students were able to ask questions or challenge viewpoints, as learning systems that place teachers in a position of authority hinder critical thinking and engagement.

As suggested by Asamoah, not all students have the same level of intrinsic motivation or confidence to embark on self-directed learning. This may create an unequal playing field in learning that necessitates proactive efforts to bridge the gap and ensure inclusivity. A more supportive approach would be to shift the focus from what students "should" do to how they

can be empowered so that they "can" do it (Learning, 1999; Silen & Uhlin, 2008). Universities could, therefore, consider explicitly teaching metacognitive skills, such as goal setting, self-assessment of learning gaps, effective learning strategies and critical thinking, in an interconnected manner that would enable students to manage and guide their learning by using all or combining some of these skills as needed (Patterson et al., 2002). Moreover, rather than expecting all students to be able to take charge of their own learning, lecturers could provide ongoing support through feedback and mentorship beyond the basic training provided to all students, especially those who need a "push" to ignite a sense of responsibility and a spirit of inquiry to flourish in their learning and personal growth (Silen & Uhlin, 2008). Learning (1999) posits that self-direction does not mean that the learner is the sole source of learning. Students' levels of self-direction must be balanced with the presence of self-directed learning opportunities. In this regard, the data reveals that institutions are finding ways of supporting self-directed learning through presentations, individualised research, flexible internships, and lecturers' adoption of new roles in the learning process.

b. Working independently as translators

Given the nature of the Ghanaian translation industry (see Section 1.5.3), the ability to work autonomously as a freelancer emerged as a crucial capability for graduates. However, lecturers expressed concern about graduate preparation in this area. The lack of preparation for independent work can hinder graduates' ability to survive in the competitive market. While some graduates may pursue freelance careers, it appears the training institutions do not adequately equip them with the necessary skills and knowledge to do so. For instance, Asamoah (GU) pointed out the lack of a course that *deals with business ethics and the practice of translation* specific to the Ghanaian context. Without this knowledge, young translators would lack crucial business skills such as project management, marketing and client communication. This shortcoming would hinder their ability to thrive on the market.

Like Asamoah, Evans (DU) pointed out the limitation of classroom learning in preparing students for the professional world, which restricted their ability to secure professional opportunities and compete effectively. *I will not say the class work is enough. It is not enough and it will not make one a professional translator who will be able to confidently work outside and produce translations.* For this reason, Evans added that, although their graduates were good, they needed mentoring, which aligns with Saldanha's (2019) assertion.

Furthermore, it does appear that the freelance translation industry in Ghana, which is strictly controlled by established professionals prioritised by clients, restricts young graduates' access to projects and hinders their ability to establish themselves (see Section 4.5.1), as pointed out by Asamoah (GU):

> *When you come out as a young translator, you start working as a freelancer, you realise that people tend to consult the big translators ... interpreters ... then they will move to university lecturers and once they all those people are unable, you realise that if let's say the deadline was for two weeks, by the time the work gets to you, you only have one week.*

The system forces young graduates to work independently as freelancers yet prioritises already established translators. This phenomenon can create an uneven playing field for young translators because they lack the established reputation and client trust that experienced professionals have, making it harder for them to secure initial projects and initial experience. Short deadlines caused by clients prioritising established translators and too little time to complete their projects will likely affect quality and hinder graduates' chances of success. Lack of access to projects and tight deadlines can lead to reduced agency and confidence, which could discourage young translators, hinder their professional development and reduce their motivation to be autonomous.

Asamoah (UG), therefore, proposed helping students to utilise online platforms to create portfolios, showcase their skills and connect with potential clients. *Putting their CV together, I introduce them to the working platforms like ProZ and Upwork and some other ones that I know.* In addition to this individual approach to creating a strong online presence, more systemic measures, such as incorporating modules on Business Ethics, Client Sourcing and Marketing in the curriculum, as was implemented by DU in 2022, according to Evans (DU), could be a solution.

> *We had the Translation Workshop and as part of that we had business registration ... our students, after the programme, have an idea how to start a business ... So at least they learn to be autonomous, they learn to be independent. Still talking about self-employment, they don't really compete, believing that they have to depend on an institution for survival. They just find a way of staying alive or afloat. So entrepreneurial skills.*

Having discussed the perceptions of the professionals, curriculum designers and lecturers on the capability for autonomy, I will now discuss graduate perceptions of their level of autonomy in the learning process and their desire for more autonomy.

4.5.5.2.4 Graduates

Graduates identified self-directed learning and independent work as valued capabilities. They were the only stakeholder group to explicitly mention financial autonomy.

a. Being self-directed in learning

Graduates expressed their perceptions of lecturers' and their personal strategies for fostering self-directed learning. For instance, Daniel (BU) referred to his lecturer's role as an enabling agent (see Section 4.5.5.2.2) by emphasising presentations organised by his department that *helped a lot* because *you make independent research around the subject matter given as a topic. Then you come out as an independent person in that area or in that particular subject matter.* By asking students to give presentations, the department provided a springboard for students to delve deeper into a topic on their own and go beyond the provided information. This approach could expose students to diverse perspectives and challenge their assumptions to foster their self-directed learning. By actively engaging with the presentations and conducting their own research, students gained confidence in their ability to learn and explore independently, as Daniel reported. However, it appears that the department did not provide additional support for independent learning, such as access to research resources. According to Daniel, they *had to learn a lot of things by ourselves because were expecting that there are certain things we will be given and you wouldn't get so you need to do those things by yourself.* This could lead to feelings of aimlessness or frustration for some students, especially those new to the approach and struggling with initial direction. All the same, Daniel was able to convert the experience of working on his own with limited support into an independent mindset, where the realisation that not everything will be spoon-fed led to a more realistic learning and working environment. This realisation would help him navigate situations which require him to be proactive and responsible for his own development. Furthermore, taking the initiative to find answers and explore new information fostered in him a lifelong quest for knowledge and growth.

> *It gives you the opportunity to search more. Work on your own, so that's why I said that my perspective changed so that when you also get your opportunity, you can work independently. So it has actually helped me. So the things that you don't know, you don't wait for somebody to teach you, you have to look for them by yourself, yes (Daniel).*

It is, however, important to acknowledge that while self-directed learning has its benefits, it should not replace guidance and collaboration since the effect might not be the same for all

students. The learning environment should strike a balance between providing sufficient support and resources while still encouraging independent exploration. It would have been ideal if such sessions had been observed to find out whether students received regular feedback; if they had not, it could have left them unsure of their learning. I would also have been able to report on whether the department incorporated elements such as open-ended questions, guest speakers with diverse viewpoints or opportunities for discussion and debate, which are important activities that foster directed learning (Learning, 1999).

When talking about action and initiative, the reflections of students highlight the importance of internal aspects of self-direction, which are as important as external ones. Some students, even in the absence of or in the face of some form of training at their institution, demonstrated dedication and a willingness to go the extra mile for their professional development, such as Kofi (DU): *Since we didn't have it, I went out of my way to learn how to post-edit from Memsource. They organised some seminars and workshops about post-editing. So, I participated in those ones … from RWS [the developers of SDL Trados].*

Not having access to post-editing training at his institution did not stop him from pursuing it independently. Kofi demonstrated his commitment to formal learning and acquiring a recognised qualification by completing the RWS course and receiving a certificate. Doing so, he said, improved his resume and enhanced his ability to showcase his expertise to potential employers: *If I hadn't gone out of my way to learn some few things to complement what I learned in class, I wouldn't have been able to have the opportunities or to do the things that I am doing today.* As pointed out by Learning (1999), self-directed students seem to be able to apply their knowledge and study skills from one context to another. Through his own initiative and self-directed learning, Kofi acquired valuable skills that benefitted him in his career.

Similarly, Edward (GU) demonstrated internal self-direction in the face of limited information about the realities of a career in translation. He conducted independent research to acquire more than the initial information provided, which empowered him to explore different career paths.

> *It's later on that we realised that as a translator you don't need to work for someone and also when you are freelance translator I think, you are well paid than when you work for a company as a translator… just make research.*

Like Edward, George (DU) also referred to actively seeking out seminars and conferences on freelancing and starting off as a budding translator on his own. This proactive approach shows his commitment to self-directed learning and professional development. This approach enabled

him to gain insights into the latest developments in the translation industry and enabled him to adapt and keep his skills relevant. It could also provide opportunities to network with professionals, which could open doors to collaboration, mentorship and job opportunities. *Whenever there is any seminar or any conference on freelancing, how to start as a translator, we try to join to learn few things*.

Elery's (DU) experience during the COVID-19 pandemic reinforces the importance of initiative and resourcefulness in pursuing knowledge and adapting to changing circumstances. Elery took advantage of the abundance of online resources during the pandemic to pursue personal development.

> *Personally, because of the pandemic, there was a lot of online activities going on, so you have to look for it and involve yourself. It was my personal development. It had nothing to do with the training we received.*

In the same manner, Nii (GU) described a situation when a particular lecturer assigned chapters, group presentations and a perceived lack of explanation. Although Nii demonstrated active knowledge-seeking beyond the assigned material by exploring additional resources at Alliance Française, he claims that some students lacked the cognitive skills for independent research, which led to them being frustrated with the self-directed format. Nii said he gained a deeper understanding of the theories while some students struggled to understand the theories with the prescribed approach, which hindered their functioning regarding comprehending the material. Nii's explanation suggests that the lecturer did not prepare the students for self-directed learning. Scaffolded support, such as a guided research activity or case study, would have significantly enhanced students' capabilities. A balance between teacher-directed and self-directed learning would have helped to cater for the diverse needs and capabilities of students.

Gameli (GU) introduced the dimension of individual motivation for driving self-directed learning. People entered fields for diverse reasons, including monetary gain. Some students seemed to rely solely on external motivators, such as money and grades. However, self-directed learning requires motivation beyond immediate monetary gains, as continuous learning, adaptability, and ethical practice are crucial for long-term success.

> *There are some also who go through that internship and do not actually care about a lot of stuff that is said. At GU, one of the few things that goes through a student's mind is I want to finish and start making a lot of money.*

The value of financial gains as an extrinsic motivation that drives translation work is also brought to bear in Edward's (GU) utterance: *Even though my aim wasn't to become a translator, but I'm still enjoying the translation that I did because that is what fetches small small money* .

If some students are focused solely on monetary goals, then there is a need for further investigation into systemic issues that could be contributing to such limited motivation. Factors such as economic pressures, lack of access to information or unrealistic expectations could be at play. The latter could be a likely factor for students of GU, as Edward referred to lecturers drumming into the ears of students how lucrative the translation profession is. Does such a posture have implications for the development of graduates' desire to lead transformative change that will benefit the ordinary Ghanaian on the street? The institution has a role to help students identify intrinsic rewards and ethical considerations for translation work, alongside financial goals, by highlighting its intellectual challenges, cultural exchange opportunities, benefits to societal development and potential for personal growth.

Gameli aligned self-directed learning with the principles of personal responsibility and hard work. The individual takes ownership of their learning journey and takes the initiative to achieve it. However, Gameli suggested that GU might not be the best fit for students who lack self-motivation by implying that the programme might not fully support or cater to diverse learning styles and needs. This raises questions about the school's approach to fostering self-directed learning in all students.

> *If you're a good student, you would learn well. But if you are one who should be motivated, GU will not be the best place for you. No one will. You have to be motivated. You have to want it and work hard for it.*

All the same, Gameli saw himself as a successful product of the programme, demonstrating that self-directedness and hard work can lead to positive outcomes even with a system that was not universally effective. By attributing his success primarily to his own efforts and drive, Gameli highlighted the crucial role of individual agency in learning. *I will not say that GU guided me, it didn't turn me into a unique human being. I really had to work hard.*

His statement that *whatever I'm doing today, even the internship that I told you about, it's about you being there as a translator. The likelihood of learning something else aside from translation depends on your personal initiative,* affirms that the likelihood of a student at GU learning something beyond translation depends on each student's own initiative. This view

aligns with the principle of self-directed learning, according to which individuals take responsibility for their own learning journeys and actively seek out knowledge beyond defined boundaries. Self-directed learning is a continuous process (Learning, 1999), and even focused experiences such as internships can be stepping stones to broader knowledge and skills development if they are approached with an open mind. That is why the training institution has a significant role to play in creating a learning environment that fosters curiosity. Furthermore, the institution has to know whether the internship opportunities offered to students are structured in a rigid way that limits exploration beyond specific tasks. If that is the case, the institution could encourage flexibility and allow space for interns to take the initiative and propose additional activities. However, this approach could be challenging as the institution has to consider the ethics and practices of the organisation.

Edward had a focus on self-directed learning for personal growth. By choosing to run for student representative council president, he took ownership of his development beyond academics. The goal was not only the position but the understanding it offered. Running for president likely helped him to develop various capabilities, such as leadership, communication, problem-solving, multitasking and self-confidence (Buckley & Lee, 2021).

> *How many are working as translators? They are few. People think that we have nothing to do … we just wanted the position. But I say no, that leadership position helps you in many aspects of life and you understand the nature of a lot of things.*

It is important that GU created an opportunity for Edward to engage in extracurricular activities, to expand his capabilities and challenge limiting perceptions about students focusing solely on academics in order to succeed. Involvement in extracurricular activities facilitates positive youth development and must be encouraged (Buckley & Lee, 2021; Forneris et al., 2015; Oberle et al., 2020). As alluded to by Buckley and Lee (2021), Stuart et al. (2011) and Coker et al. (2018), extracurricular activities play a key role in students' development of complementary skills and enhancing their employment prospects. However, it is important to acknowledge that different learning styles and paths exist and that not everyone thrives in extracurricular activities (Tanner, 2017; Wilson, 2009). Therefore, opportunities for self-directed learning should involve a balance between academics and extracurricular activities.

In terms of taking the initiative, self-directed learning involves exploring new areas and adapting skills. However, George (DU) stressed that some students might be naturally inquisitive and explore new areas, while others might prefer staying in their comfort zones.

> *At the end of the day … only those who are very inquisitive, trying to apply their skills to other aspects will be doing the transcription, the rest they will tell you I've never done that so I cannot do it.*

In self-directed learning, students take responsibility for their career paths and choose how to leverage their skills, which is in line with the emphasis of the HCA on individual agency and choice in their own development.

When he was asked whether the training at GU had equipped him for any other job except translation, Nii's response offered valuable insight into his self-directed learning experience and how it complemented his translation training. Nii acknowledged his personal effort in actively reading diverse material, which fostered skills such as proofreading and highlighted the value of independent learning in skills development. *Honestly, I can't tell. But if I should say, [through] my own work, my own effort, maybe proofreading, because I was reading a lot.*

However, Nii's words hint at uncertainty, suggesting limited awareness of how the training influenced other skills. This means that students should be encouraged to reflect on how their translation training might have directly contributed to other areas, such as critical thinking, research or communication. In that way, students may be empowered to utilise these skills for society's benefit and also to market themselves to potential employers. But there remains the question of whether the training explicitly fostered self-directed learning and highlighted transferable skills beyond core translation techniques, which the institution must critically examine.

b. Being financially independent

Gaining financial autonomy through translation work was a valued capability for students Edward (GU) and Kofi (DU). When asked about the important things they had learned during their translator education that had changed them as human beings, Edward replied: *Even though my aim wasn't to become a translator, but I'm still enjoying the translation that I did because that is what fetches small small money.*

Small money, which refers to personal gains for self-sufficiency, aligns with the HCA's focus on enabling individuals to meet their basic needs and achieve financial autonomy. The mention of *fetch small small money* suggests that translation alone might not provide a sustainable livelihood, which raises concerns about long-term financial security and well-being, particularly for young graduates such as Edward who are compelled to launch their translation careers as freelancers, with its unstable income, particularly at the beginning. This situation

highlights the complex nature of ensuring graduate success. However, facilitating networking opportunities for young graduates so that they can build a client base and expand their earning potential beyond *small money* is important. Students have to build on those connections to enhance their financial autonomy. This is evident from the words of Kofi (DU), who explained how he had been able to leverage connections acquired during an internship he did under the programme at DU to start earning income after the internship had ended. Kofi has been able to convert the opportunity to do an internship into tangible functioning – financial security. Kofi felt empowered by the financial independence gained through freelance work. *I networked with other people, other translators and with that I am making small money. Even though I am out of the place now.* Because he was no longer limited by the confines of an internship, he was able to pursue opportunities based on his own interests and goals. While showcasing student agency in building financial independence, this example also urges training institutions to prioritise opportunities that expand human capabilities.

4.5.5.3 Hidden curriculum

Lecturers' use of scaffolding strategies revealed their underlying philosophy regarding autonomy. By providing support and guidance, lecturers aimed to empower students to become independent students.

While the emphasis on having a passion for the job may reflect a desire to motivate students, it could also unintentionally exclude those who may be capable but are considered by the lecturers as lacking a deep interest in translation. Additionally, focusing on the lucrative nature of the translation profession might create unrealistic expectations and prioritise financial gain over other important aspects of translation and translator education.

4.5.5.4 Synthesis

Lecturers and curriculum designers employed measures, including scaffolding, student choice and accountability in decision-making, to enhance student autonomy. However, the universities, apparently, did not prepare students adequately for independent professional practice despite acknowledging the importance of autonomy in the Ghanaian context.

I will now discuss the capability for critical thinking by drawing on data obtained from documentary analysis and semi-structured interviews.

4.5.6 Critical thinking

This capability is defined as "developing and being able to risk one's own judgement, not simply agreeing with the opinions of others or the opinions of the lecturer, being challenged in learning, action in the world" (Walker, 2008, p. 482).

4.5.6.1 Document analysis

In this section, I will examine how the selected curricula explicitly promoted critical thinking skills. All three institutions employed course and assessment strategies such as translation projects and open-ended assignments to develop critical thinking skills in students.

For instance, at GU, there was a course on English Critical Analysis and Summary, and Comprehensive Analysis to help students make meaningful inferences. However, for courses that are intended to enable students to develop critical thinking skills, such as English Critical Analysis, the description explicitly mentions teaching students to perform tasks. Unless students are confronted by a situation that requires them to think critically, students may not develop this skill. However, this study is limited in its ability to conclude that students were not asked to perform tasks in this course that required critical thinking. An observation of the class or assessment process would have helped to obtain this information.

The Critique of Translation course at BU helped students develop their critical thinking skills while introducing them to cultural nuances in translation. In this course, students were expected to conduct "reasoned" assessments of critiques of translation works. Additionally, the Translation Theory and Methods course aimed to foster critical assessment of specific translation works. As part of the learning outcomes, students were expected to compare and contrast translation concepts of different languages. The programme syllabi included activities such as "examine in detail", "analyse", "make critical assessment", and "compare and contrast". These activities can contribute to the development of critical thinking skills in students.

At DU, courses such as Research Methodology and Seminar introduced students to research skills and required them to formulate research topics and conduct literature reviews of published works. These activities can foster critical thinking and analysis. In the Seminar course, students were expected to read texts and present detailed proposals for translation projects. While these activities may foster critical thinking, the curriculum did not explicitly address pedagogical approaches and methods employed to enhance this capability.

4.5.6.2 Stakeholder perspectives

While the other stakeholders (curriculum designers, lecturers, and graduates) frequently mentioned critical thinking, the professional translators did not explicitly discuss this topic. This could suggest that, while critical thinking is valued in the broader context of translator education, it may not be a primary focus for professionals when they evaluate graduates. The curriculum designers, lecturers and graduates focused on pedagogical approaches that can foster this capability, including the use of challenging and varied translation texts. Only two academic participants expressed concerns about the potentially negative effect of technology on students' critical thinking skills. Data on the perceived importance of various factors in fostering critical thinking in translation students is presented in Figure 4.7. Participant responses referred to lecturer approach as the most crucial factor for promoting critical thinking. The level of difficulty and dynamism of assessment has a moderate number of mentions and references, suggesting they are considered quite important for fostering critical thinking. While technology may have some limitations, it is not seen as a major hindrance to critical thinking development.

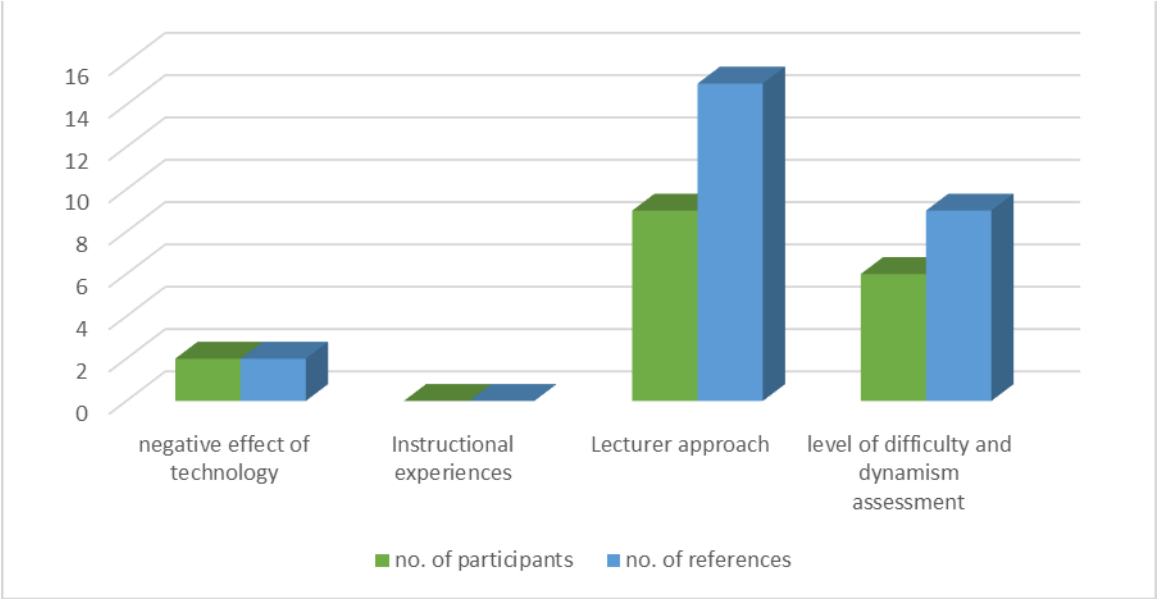

Figure 4.7: Visual representation of the development of the capability for critical thinking

4.5.6.2.1 Professionals

The professional translators did not explicitly refer to the critical thinking skills of graduates.

4.5.6.2.2 Curriculum designers

a. Negative effect of technology

The curriculum designers emphasised the importance of fostering critical thinking and decision-making through flexible translation approaches and developing research skills. Dr Darko of BU highlighted the value of these skills for preparing students for diverse situations, enabling them to think creatively and identify new opportunities.

While the GU curriculum included measures to promote critical thinking (see Section 4.6.6.1), Ruth (GU) expressed concern about the potential for excessive reliance on translation tools to have a negative effect on students. She believed that some students may become overly dependent on technology and neglect developing their own vocabulary and critical thinking skills. This aligns with the HCA's concern about individuals becoming overly dependent on external resources and failing to develop their own capabilities.

To address this possible problem, Ruth advocated for a balanced approach that combined independent technology use with collaborative analysis. By engaging in collaborative discussions and comparing translation outputs, students can develop critical thinking skills and justify their choices, which aligns with the principles of the HCA.

4.5.6.2.3 Lecturers

a. Lecturer approach

Lecturers emphasised the use of pedagogical approaches that foster critical thinking skills in students. Dr Pete of BU highlighted the importance of exposing students to various translation methods and encouraging them to analyse and choose the most appropriate approach for different contexts:

> *They know there are three, four different ways of saying the same thing. And so we find them sitting up to choose which one will be the best option. Then when they go out, depending on the context they find themselves, they are able to adapt themselves and readapt to the challenges of the situations they find themselves.*

By applying analytical skills to adapt their translation methods to diverse audiences, formats and situations, students can develop critical thinking, flexibility and adaptability. Dr Pete emphasised the effectiveness of the programme in developing students' critical thinking skills further. He reported that the classroom environment encouraged students to apply their learned

techniques to new and unexpected challenges to demonstrate their ability to adapt and expand their professional knowledge:

> *Because they are now working on specific areas and so there are a lot of that we didn't mention and we would never have mentioned in class, but they are now having to use the kind of technique learned from the classroom.*

In agreement with the lecturer adopting an approach that promotes critical thinking, Evans (DU) described how, by posing questions that require the application of concepts, he encouraged students to go beyond memorisation and develop deeper understanding. Students were engaged intellectually and were stimulated to think critically. A thought-provoking questioning technique has been proven to positively affect the development of critical thinking in students (Etemadzadeh et al., 2013). Evans created an analogy of waste management by suggesting that his approach encourages students to analyse and transform information, not passively accept it. This aligns with the HCA idea of constructing personal knowledge through critical engagement:

> *I set the questions such that they have to think, just to make sure that they understand the concepts and will be able to apply them. And not that they are just receiving maybe, excuse me, to say garbage and will just reproduce garbage when it's time for examination, but that as they receive garbage, they treat it like waste treatment, they recycle and make it useful.*

Evans seemed to have adopted a scaffolding strategy in which students are, initially, taken through the concepts and then asked to apply the concepts related to different situations, which requires critical thinking.

For her part, Richlove (GU) described a problem identification and strategy formation approach to developing critical thinking in students. Richlove's approach requires that students actively engage with the learning material beyond surface-level understanding and identify areas needing improvement. This could promote critical thinking skills such as information processing, analysis, and evaluation. Like Evans's approach, the exercise encourages students to think beyond theoretical knowledge and apply their critical thinking to real-world scenarios, thereby improving their ability to solve problems in practical contexts. However, depending on the type of texts and the problems explored, this approach might not address diverse scenarios or complex challenges. *We get a text, their task is to find problems. Just analyse the text, identify the problems. And then identifying strategies* (Richlove, GU).

The lecturers argued that these pedagogical approaches promote students' critical thinking skills.

b. Negative effect of technology

Like Ruth (see Section 4.2.6.2.2), Dr Pete believed that overreliance on translation software could reduce students' effort and engagement with the translation process and hinder their capability development in critical thinking. If students simply "copy" machine translations without critically analysing them, they will not develop a deep understanding of the text or the skills to solve translation challenges independently: *They just put it in and then the thing comes, and then they copy.* Consequently, Dr Pete adopted a different strategy from that of Ruth. Dr Pete's approach focused on critical thinking and independent learning but lacks a strategic integration of technology and guidance that would challenge students to think critically about different translation outputs or researching terminology. *We encourage them to use the tools that are available today, but it would be better if they tried to do the translation on their own ... then they use the software to fill in the blanks.*

By attempting the translation first, students developed critical thinking skills as they grappled with challenges, made decisions and justified their choices. This could help them become more than just "users" of software and, instead, build capabilities for critical analysis and judgement. However, combining it with targeted tasks, such as selecting software that complements the learning objectives or Ruth's approach (see Section 4.5.6.2.2), will enable students to appreciate the limitations and appropriate use of software.

4.5.6.2.4 Graduates

Graduates expressed their perceptions of the importance of critical thinking and how well the curriculum developed these skills. For example, Edward (GU) emphasised the role of education in fostering creativity, while Kuuku (GU) introduced the dimension of analysis, reasoning and evaluation. These perspectives highlight graduates' understanding of critical thinking as encompassing creativity, analysis, reasoning and the ability to consider diverse perspectives. Being analytical is crucial for translators to break down texts, understand nuances and interpret complex meanings accurately, which are valued skills of the HCA. Data gathered indicate that graduates view instructional experiences, including lecturer approach, dynamism and difficulty of translation texts and the requirement to defend translation choices, as significantly influencing the development of critical thinking of students.

a. Instructional experiences: Lecturer approach

Students raised crucial concerns about the teaching approaches of lecturers that hinder their ability to develop critical thinking for translation. One such approach was demanding that students replicate the lecturer's translation, which restricted students' instrumental freedoms because they could not explore alternative solutions or utilise their full range of knowledge or skills in the translation process. *That lecturer, she can give you a translation to do. And she wants you to get the exact translation as she did* (Edward, GU).

Th *one correct answer* or transmissionist approach undermines the students' agency, discourages them from taking ownership of their translation choices and hinders their confidence in their critical thinking and decision-making (Maor & Taylor, 1995). By questioning the lecturer's method *(For me, I think it was a way for us to think less),* Edward demonstrated his own awareness of the importance of critical thinking. Hence, it appears that, the absence of an opportunity to build their critical thinking skills by exploring and proposing other alternatives led to a feeling of demotivation in the learning process*: I decided not to attend her class.* Edward also stressed how, by focusing solely on literal translation, the lecturer limited their ability to learn and apply a wider range of translation techniques, strategies and cultural considerations and restricted their knowledge and skills development. The mention of *you are not bringing anything new* highlights how the lecturer's approach hampered students' opportunities to reflect on and analyse various translation options that could have helped them develop their decision-making skills. *She was always pushing us to do literal translation … you are not bringing anything new … I believe that you must be able to adapt yourself, according to the style of writing of each and everyone.*

Creating a safe and supportive environment in which diverse perspectives are valued is crucial for promoting critical thinking and empowering students to reach their full potential. Furthermore, in addition to requiring literal translations, the lecturer could include texts that require other translation strategies that would encourage students to adapt to different writing styles and analyse the impact of their translation choices. Edward's claim that the lecturer *must be able to adapt yourself, according to the style of writing of each and everyone* could be looked at from the angle of both the lecturer and students and not as a task to be performed by the lecturer: i) The lecturer being open to translations proposed by students, by acknowledging that there could be multiple valid solutions, rather than simply asking them to mimic the lecturer's translation; and ii) Students exploring different source texts with different writing

styles, which would require of them to use their agency, initiative and critical evaluation to make their translation choices.

In the case of BU, graduates reported an apparent overreliance on theory and a shortage of sufficient practical experience, which hindered critical thinking skills directly applicable to real-world scenarios. While theoretical knowledge can serve as a foundation for understanding translation principles, "bombarding" students with all the theories and not providing practical opportunities to hone their critical thinking skills through analysing and critiquing translation does not seem to promote good thinking skills. Critical thinking is an ongoing process (Levitin, 2016), and the classroom plays a crucial role in laying the foundation (Southworth, 2022). So, if a programme focuses solely on abstract theories and fails to connect theories to concrete examples and practical exercises because the programme is not profession-oriented, students might struggle to apply their understanding to real-world critiques – *It will afford me the opportunity to criticise or maybe analyse people's translation* (Steph BU) – even in a role as a translator trainer, which BU claims to prepare students for.

> *Our study was really a theoretical kind of thing, because they say they don't do the professional. So they really bombarded us with those aspects, to also permit us to be able to criticise people's translations (Steph, BU)*.

In order to foster self-reflection and improve critical thinking, students could be asked to analyse their own translation alongside others' work. Furthermore, contemporary translations (not only academic ones) could be utilised for analysis, for drawing connections between theory and practice and to allow students to develop transferable critical thinking skills that they can confidently use upon graduation.

In contrast to other students, Elery, George and Kuuku (GU) mentioned having learning experiences that supported critical thinking skills. Elery described a positive situation in which lecturers encouraged active participation and exchange of ideas by prioritising discussion over traditional lectures, thereby forcing students to articulate and defend their own thinking. Furthermore, the lecturer's approach was context-appropriate: collaborative learning, such as group work and discussions, has been proven to foster critical thinking in sub-Saharan contexts where a communitarian approach to life is widely practised (Giacomazzi et al., 2022). Lecturers also encouraged students to "dig deep" and find alternative approaches and pushed them to analyse their own thinking and seek a variety of solutions. Doing so challenges rigid thinking

and promotes flexible, informed decision-making. In this case, the lecturers did not assume the role of mere transmitters of knowledge but facilitators of students' thinking activity.

> *My lecturers … didn't just come to class and then lecture, lecture and lecture and then go away. They focused on us. It was just maybe one or two lectures that they were more teacher-centred than learner-centred but the rest of them focus more on the students. They try make you dig deep into your mind to see if there's another way you could do it [translation] instead of, and they were very encouraging.*

The mention of encouragement suggests a safe space for students to express their ideas, ask questions and make mistakes without fear of judgment, fostering a growth mindset conducive to critical thinking (Miri et al., 2007). Elery expressed a preference for student-centred approaches and may have viewed teacher-centred approaches as less effective for fostering critical thinking. Similarly, George (DU) mentioned how their critical thinking was fostered through on-the-spot translation, which demanded thinking on their feet, identifying key points and inferring meaning. This approach appears to encourage students to think critically under pressure. *We were put on the spot to translate texts that we have never met before .... it's a very good training that prepares us for challenging jobs.*

Translating unseen texts replicates real-world scenarios in which translators encounter novel materials. This challenges students to analyse, adapt, and make decisions quickly – key critical thinking skills. Kuuku described a learning approach that has the potential to enhance the development of critical thinking skills.

> *Some lectures will give you the text a week before … so as soon as you come to class next week … we analyse it, look at how the different methods have been used. If the there is any mistranslating, we look at it, why it is mistranslated?*

Discussing translations, identifying mistranslations and exploring alternative methods of translation can promote critical thinking, analysis, evaluation and justification of solutions. Furthermore, analysing translations together in class can encourage discussion, debate, and different perspectives and enrich critical thinking through collaboration and exposure to diverse viewpoints. This was highlighted when Kuuku said: *In the course of our research and having the discourse around the topic with colleagues, we form better understanding of the topic and then we presented to the whole class in they asked us questions.*

It appears that when lecturers adopt strategies that encourage student participation and agency, it stimulates their interest in the learning process and could increase their chances of developing

critical thinking skills if the environment provides for it. Gameli described his interpretation class as *interesting* because the professor did not adopt *a straight-jacketed approach,* but rather focused on improving student skills by encouraging them to participate. This is a shift away from solely transmitting knowledge towards a more learner-centred approach. Elery described such an approach as *a very good thing*.

b. Difficulty level and dynamism of assessment

However, a learner-centred approach does not always mean a student's real freedom to develop critical thinking is enhanced. Students of GU opined that, although some lecturers adopted a learner-centred approach, it did not always lead to progression in learning but hindered the development of critical thinking skills that thrived on new challenges and deeper analysis. For instance, Gameli said:

> *I mean you can have the same professor from Level 100 to Level 400. The thing is, are you growing? Is the level improving? Can you see a shift between what is being taught in Level 200 and what is being taught in Level 400? You see, there is no major shift. The difficulty level is the same throughout. The challenges are the same, the methodology is the same, the technique and the approach of the professor is the same.*

If the *methodology*, *technique* and *challenges* remain unchanged, students are unlikely to develop the critical thinking skills required for adapting to new situations, analysing complexities, or finding innovative solutions.

Nii expressed similar concerns and dissatisfaction with the replication of tasks in exams, which limited their opportunities for critical thinking. This means that examinations do not require new analysis, application of knowledge or justification of solutions. This contradicts HCA's emphasis on developing critical thinking as a capability to apply knowledge and analyse complex situations. The focus on students' mastery of translation techniques as taught in class could explain the inclination of lecturers of GU to repeat familiar texts in the examinations. The development of students' critical thinking seems to be undervalued, even by students whose main objective seems to be to pass their examination and come out with a good academic degree and get a good job (*before the first semester exam, I saw some colleagues going through some past questions and then trying [to answer them].* This calls into question the ultimate goal of the translation programme: is it to ensure students pass exams?

> *Most of the exams questions papers were things that we did in class … even throughout the four years that I spent at GU, it's something that was*

> *very recurrent. … I felt like it wasn't challenging … What thinking do you expect student to do?*

Nii's reflections were echoed by Kuuku:

> *So one time a lecture gave us a text to translate and apparently that lecturer has been giving the same text to different batches of students since the days of [mentions the name of a former student who graduated in 2016] … So as students as we were, we contacted our old students … and it's same thing.*

Nii's and Kuuku's words show that students' unique trait also influences their value for critical thinking skills. While Nii and Kuuku felt repetitive tests were not challenging enough, other students, according to them, saw it as an opportunity to ace their examinations.

> *You know was for me, it was not really challenging. Where you rack your brain and really, really enjoy the heat of it, you know, because most of the lectures were repeating past questions. Yeah, when you are student you be happy because you have seen the text already you are gone but it does not help with growth (Kuuku).*

Edward (GU) raised similar concerns about how lecturers' focus on students reproducing previously seen translations promotes rote learning and restricts students' instrumental freedom to utilise their full range of reasoning and analytical and problem-solving skills.

> *If you are telling me you are training me and then you give me an exam whereby the same text that we translated. You give me the same test again during exam automatically you see that those who have good brains will sit, read and come write back. Are we sure that person, if you give him a text that he hasn't seen before that person can do the same translation. That was where the problem was.*

The statement implies a belief that success depends solely on the ability to memorise (*good brains*) rather than on developing critical thinking skills, which undermines student agency and confidence in their ability to learn, improve and tackle new challenges independently. The rote learning approach might disadvantage students who have learning styles that favour critical thinking and exploration over pure memorisation, thereby creating unequal instrumental freedoms and limiting opportunities for some students. Edward posed valid questions about whether this memorisation over application approach that was widely employed at GU effectively equipped students with transferable critical thinking skills that are applicable to new, unseen texts. In the words of Kuuku, such an approach limits students' preparedness for

real-world translation scenarios in which they have no prior knowledge of the text or have limited resources, and, for whatever reason, very few GU graduates end up as translators.

> *And some of the text that we were treating in class were repeated in the exams. Huh [sigh]. But then at the end of the course, you ask students how many of you want to become translators. Because deep down … you know that when the company gives you a text right now, it says translate without a dictionary without any help. Let's see your competence. You know that you might not. So they will just say OK, no, I don't want to be a translator.*

In Kuuku's assertion, the absence of critical thinking skills in graduates of GU, which is the result of repetitive, exam-focused teaching methods, negatively impacts student autonomy, confidence and, ultimately, career choices. Students question their ability to perform in real-world situations, which ultimately discourages them from pursuing careers in translation.

Although this study did not explore the rationale for the apparent deep-rooted practice of replicating texts in exams and repeated teaching, Kuuku attributes it to lecturers lacking active experience in translation markets such as ECOWAS or the African Union. While lecturers' exposure to the international translation market might provide them with opportunities to engage with contemporary issues, diverse text types and evolving demands and enable students to benefit from their expertise, Kuuku's assumption could create the impression that lecturers practising locally at GU's Transbureau only translate outdated texts. Does the fact that a translator works locally make that translator inactive? Does his assertion not fuel the general Ghanaian stereotype that local is inferior to foreign?

> *Some of the lectures are not active translators on the market, outside the school. Even if they are active translators, maybe GU Transbureau. But they are not real translators, like they are not really working as freelancers for ECOWAS, AU [African Union], where they get modern texts.*

In my view, the problem is not that lecturers have lost touch with contemporary issues because they translate for the Transbureau, but perhaps a lack of awareness of how such seemingly trivial practices affect the development of student capabilities, particularly critical thinking, or how the absence of a teaching strategy can fail to enhance critical thinking. Other factors, such as lecturer perceptions of critical thinking and practices that foster critical thinking and time constraints during examinations (Van der Zanden, 2020), might contribute to the repetitive teaching approach of GU. It might be useful to discuss with educators and conduct research on factors that influence the implementation of critical thinking practices.

Critical thinking appears to be undervalued by students and lecturers of GU and the two other institutions. Merely teaching knowledge may no longer be a sufficient aim or beneficial to society because we have evolved into a knowledge society with global, ethical and moral issues that are unparalleled in their extent and character (Flores et al., 2012). Considering the coups that have taken place in the subregion and issues relating to climate change, famine and unemployment facing Africa, a generation of graduates who are incapable of challenging the status quo or coming up with solutions spells doom for the continent. A shortage of skilled translators would hinder a country's ability to engage effectively in international communication, collaboration and knowledge exchange, which would impact economic development and social progress. Consequently, a deliberate effort should be exerted to teach critical thinking by exposing students to situations that push them beyond relying on memorised knowledge.

However, the question remains: can critical thinking be taught? While some researchers, such as Moore (2011), believe that critical thinking can only be taught within a discipline, others, such as Davies (2013), claim that it can be taught in isolation because its elements are transferable. Willingham (2008) argues that critical thinking cannot really be taught; it is not a skill that can be taught and applied to different situations because the process of thought is linked to the context of thought. Miri et al. (2007) argue that critical thinking capabilities can be developed through discussions and activities that involve inquiry into real-world problems. I propose, therefore, that concepts that form the basis of critical thinking are taught or discussed during lessons to enable students to familiarise themselves with subject knowledge before students are expected to apply the concepts to unfamiliar situations that demand complex thinking.

Lecturers could, in addition to the general problem-solving discussion in the classroom, in which all students might not fully participate, explore the SFAE (student facilitator and explaining) learning model. Every meeting involving this learning model involves discussions that are led by the students. Every student is given a topic problem at the start of the discussion. Students learn to explain the problem to all students, engage with their surroundings and peers, process information, gain understanding and connect new ideas to previously learned ideas. As students take on duties during the debate, they become more engaged and capable of critical thought (Putri et al., 2023). This exercise will help them to appreciate the critical thinking benefit of education and not over-focus on just passing their examination. However, it is worth noting that language proficiency is crucial in such activities. Considering that the target

audience at GU is undergraduate students, the majority of whom may have linguistic challenges, particularly because English, though it is an official language in Ghana, is not a mother tongue for many, a gradual increase in the complexity of translation texts and the introduction of new methodology may help put students at ease and then push them beyond memorising knowledge, to developing critical thinking.

In addition to replicating tasks in examinations, lecturers at GU seem to practice repetitive teaching by using the same reading lists and translation texts for different student groups. This suggests that students might not be exposed to new challenges or information, which would hinder their development of critical skills that thrive on novel situations and deeper analysis.

> *There are days you feel like the class is pre ... Has been, it's monotonous ... I have friends in the other classes who will tell me ... "ohh we've done this, ohh we've also done this" and I'm like ... this must be dynamic. There were some professors in the class where you would feel like it's the same thing they have been repeating, so at times they don't even need to check the text they know ... I think a more dynamic approach could have been adopted. That's why I studied a lot alone, yeah (Gameli).*

Gameli's assertion shows that monotonous lessons can demotivate students and lead to passive learning and reduced engagement with the learning process – engagement is essential for developing critical thinking capabilities. Lecturers should use diverse materials and real-world case studies and perspectives to promote dynamic learning. They should push students to think critically and apply their knowledge in dynamic situations. Regularly reviewing and updating course materials to reflect contemporary issues, advancements in the field, and the evolving needs of industry and society at large would be helpful to ensure that students develop relevant and adaptable critical thinking skills.

Gameli demonstrated a desire to develop critical thinking by compensating for its deficiency in the classroom by studying *alone*. While, according to the HCA, students have a significant role in their own learning, expecting them to develop critical thinking skills all on their own might be unrealistic and ineffective because creating a learning environment that empowers critical thinking requires collaboration between students and educators, with both seeking and embracing opportunities for dynamic learning and skill development. Lecturers play a crucial role in creating a learning environment that promotes critical thinking by offering guidance and exposing students to a variety of translation techniques. Robert (BU) explained how the inadequacy of lecturer guidance might impact critical thinking development:

> *And then, most of the time, because Vinay, Darblenet technique is a bit easier to understand, a lot of people tend to go by that technique ... even though, yes, you are given a passage to translate, but there's no clearcut instruction as which technique to use.*

This statement could be viewed from two aspects: the absence of clear guidance on technique selection might lead students to stick to familiar, "easier" options, such as those of Vinay and Darbelnet, thereby missing opportunities to explore other potentially more suitable techniques or to develop critical thinking skills that are required for choosing the best approach for different situations. Alternatively, if instructions focus solely on specific techniques, students might prioritise memorisation instead of developing critical thinking skills to analyse text features, context and purpose to guide their technique selection.

It stands to reason that lecturers and students share responsibility for developing critical thinking. Lecturers can facilitate the process by providing diverse learning materials, clear yet open-ended questions and scaffolding to support exploration. Students, on their part, are responsible for their own learning and skills development and should participate by engaging, asking questions, practising and applying the knowledge in various contexts.

4.5.6.3 Hidden curriculum

The seeming emphasis on the use of classwork and assignments as the basis for exam questions suggests an underlying assumption that students will passively absorb information and reproduce it in assessments. This approach also creates the impression that undergraduate students are incapable of independent thinking. Furthermore, the lecturer's focus on literal translation suggests the presumption that accuracy and fidelity to the source text are the primary goals. These approaches could potentially limit students' creativity and flexibility and hinder their ability to adapt to different contexts and styles.

4.5.6.4 Synthesis

Stakeholders appear to have differing perspectives on curricula and their effectiveness in fostering critical thinking. While lecturers and curriculum designers highlight the negative impact of technology on the development of critical thinking skills and specific pedagogical approaches, graduates prioritise instructional experiences such as lecturer approaches and dynamism and the difficulty of translation texts.

4.6 COMPARATIVE ANALYSIS OF THE THREE SELECTED INSTITUTIONS

This section will explore differences and similarities in the curricula and programme designs of the three selected institutions. Specifically, I will examine how each programme prioritises different skill sets, analyse the range of courses offered and identify contextual factors that shaped the curricula. This analysis will draw on documentary evidence and stakeholder perspectives.

4.6.1 Differences

Each programme carved its own path for shaping students. The differentiators included programme focus and capabilities, curriculum and programme depth and language offering.

4.6.1.1 Programme focus and capabilities

The three programmes took distinct approaches to translator training by prioritising different skill sets for their graduates.

The DU programme offered a balanced approach by developing capabilities in research (dissertation, seminar) alongside practical translation skills (internship, translation courses), computer skills, and terminology management. This combination broadened graduates' functional range and allowed them to pursue diverse careers, from research-oriented roles to practical translation jobs. Notably, DU stood out by including technology courses and internships.

In terms of skillset, the GU programme provided the most comprehensive skillset. The strong focus on language, translation theory and practice across various fields (legal, economic, scientific), interpreting and even non-translation-specific courses (law, economics, linguistics and international relations) equipped graduates with a wide range of capabilities. This flexibility allowed graduates to pursue careers in various translation specialisations, general translation work or other fields in the humanities.

Compared with the other two, the translation programme at BU was more research-oriented and equipped graduates with the potential to pursue academic research or specialised translation projects requiring in-depth research (e.g., legal documents). However, the limited practical translation courses raised concerns about graduates' preparedness for general translation work.

Additionally, while the two Master's programmes at DU and BU incorporated research methods courses, the undergraduate programme at GU did not. This distinction aligned with the typical focus of each programme level. GU, in its undergraduate programme, prioritised practical skills and knowledge that were directly applicable to entry-level jobs. Research methods might, therefore, be seen as more relevant for advanced study or specific career paths in translation. DU and BU Master's programmes, on the other hand, aimed to prepare students for either independent research work (dissertation/thesis) or for further academic pursuits, if desired. Research methods courses are crucial for these goals.

The undergraduate focus of GU necessitates a more structured approach to developing foundational skills before students can progress to independent learning. In contrast, DU and BU, which offer graduate programmes, anticipated a higher level of independence and focus on advanced, independent research.

4.6.1.2 Overall programme culture

The BU translation programme had a strong research culture. Hence, it allocated more credit points to independent learning and intellectual curiosity. In turn, GU had a teaching-focused culture, thus emphasising providing the students with knowledge. The programme culture at DU appeared to be a mix of traditional (teacher-centred instruction) and progressive approaches (student-centred, technology and collaborative learning).

4.6.1.3 Language focus

While all three programmes focused on English, there were variations in the language options. DU offered French alongside English. BU added a Ghanaian language (Twi) to English and French, while GU offered a wide range of European languages. The decision of BU to offer Twi aligns with its location in a prominent Twi-speaking town – also considered the citadel of the rich Asante culture. In turn, DU and GU are in Ghana's capital city, which is more cosmopolitan and hosts almost all international conferences. The GU programme offered a wider range of foreign-language options (Arabic, French, Russian, Spanish, German and Portuguese) than the BU MPhil (French and Twi) and DU (French only). The wide foreign language offering of GU may be attributed to the purpose for which the institution was established.

4.6.1.4 Curriculum depth

The extended programme at GU delved deeper into language skills and specialised translation areas and had the potential to equip graduates with a wider range of capabilities than those of the shorter Master's programmes. This deeper dive might benefit students who desire a strong foundation in specific areas such as legal or scientific translation. The two-year Master's programmes could be a more efficient option for career changers who already have a strong foundation in another field by enabling them to acquire the necessary translation skills without a longer undergraduate programme commitment. Additionally, while the Master's programmes included coursework in practical translation exercises and research methodologies, the undergraduate programme did not include research methods.

4.6.1.5 Programme length

Since the programme of GU is at an undergraduate level and has a longer duration (four years), it has the potential to offer a deeper exploration of language skills and specialised areas than the two-year Master's programmes. However, in comparing these programmes, I acknowledge that the duration itself is not necessarily indicative of quality, especially when comparing Master's programmes to undergraduate programmes. For instance, the Bologna Process (European Commission, n.d.) highlights the focused nature of Master's programmes and their ability to equip students with specialised skills in a shorter time. That is why, in this context, the focus of this study is on the specific curriculum content of each programme, to determine the potential range of functionings that graduates have the freedom to achieve, as determined by access to resources (education, skills) and social and economic factors.

4.6.2 Similarities

Despite these variations, the selected translator training programmes shared some key commonalities. These include core translation skills, emphasis on English, and student perceptions regarding the actual development of their capabilities and what the programmes offered.

4.6.2.1 Core translation skills

All three programmes included courses that develop core translation skills, such as translation theory and methods and practical translation exercises. This foundation is essential for graduates to function effectively as translators. None of the programmes offers specialisation

options, even though students are taken through the translation of texts in some selected specialised domains.

4.6.2.2 Emphasis on English and biliteracy

While some variations exist, all programmes place significant emphasis on English language proficiency, thereby reflecting its importance in the Ghanaian and global translation market. Additionally, all programmes require proficiency in at least two languages, typically English and another language (mostly French). This bilingual capability is fundamental for any translation career.

These shared elements highlight a common ground in preparing students for the core tasks and language skills required for a translation career. However, beyond this common knowledge set, graduates of all three selected universities referred to a disconnect between programme offerings and their perceived learning outcomes.

4.6.2.3 Graduate perceptions of actual capability development compared to programme offering

Graduates indicated a discrepancy between perceived learning experiences and some stated programme offerings. For example, while they appreciated the Introduction to Interpreting course, many felt that the depth and breadth of training were insufficient to prepare them for professional interpreting roles. For students, the programmes seemed to position interpreting as a supplementary skill rather than a core competency that the Ghanaian context requires. In contrast, the lecturers and curriculum designers believed that students were being equipped with the necessary knowledge.

4.7 CONCLUSION

In this chapter, I discussed six of Walker's (2008) 11 functional capabilities as referenced by the study participants, namely, social relations, having economic activities, knowledge, active and experiential learning, autonomy and critical thinking. By analysing documentary evidence and conducting semi-structured interviews, I examined the extent to which these capabilities are promoted in the selected curricula and offered recommendations for improvement.

Additionally, I conducted a comparative analysis of the three selected curricula by highlighting their key differences and similarities. This analysis provides insight into the range of approaches and priorities in Ghanaian translator education.

In the next chapter, I will present the major findings of this study and demonstrate how they address the research questions. I will also delve into the study's contribution to knowledge and its limitations and offer recommendations for future research. I will conclude with a general summary of the significance and implications of the study.

5 GENERAL CONCLUSION

5.1 INTRODUCTION

This thesis examined the multifaceted landscape of translator education in Ghana by drawing on written curriculum documents and eliciting the perspectives of professional translators, curriculum designers, lecturers and (under)graduates on the development of valued capabilities. By applying the HCA and conducting a comprehensive analysis of the selected curricula, this research provides valuable insights into the strengths and weaknesses of and opportunities for improvement in Ghanaian translator education.

This concluding chapter comprises sections that summarise major findings and provide a concise overview of key results, reflect on research questions and describe the study's contribution to knowledge in the field of translator education, examine limitations and recommendations for future research and make recommendations and provide a general, final summary of the study and its implications.

5.2 SUMMARY OF KEY FINDINGS

The study highlighted the complexities involved in designing a curriculum that meets the needs and expectations of all stakeholders. The study found certain similarities and large gaps in what lecturers, curriculum designers and students report about translator education. At the macro level, curriculum designers believed that students were equipped with the necessary tools to succeed, while students believed the reverse. The study concludes that it is a question of "how much" and "what kind of"? How much theory is enough? How much student involvement in the curriculum is enough? How much industry exposure is enough? What kind of knowledge is relevant? These are complex questions that this study attempted to answer.

This study found that academic education is essential but not sufficient for success. Factors such as economic background and social exclusion, or gatekeeping, can significantly influence opportunities for Ghanaian translation graduates. The translation industry in Ghana appears to be monopolised by established professionals, which makes it challenging for new graduates to find jobs unless they have connections. This highlights the complexity of achieving success and the need to consider broader factors beyond education.

Furthermore, compartmentalisation of theory and practice exists, with limited involvement of industry professionals in Ghanaian translator education. This led to a mismatch between curricula and industry demands, hindering students' ability to network with industry gatekeepers and limiting their opportunities for success in the Ghanaian translation market. Also, functionalist translation theory was taught in abstract terms, and student translation projects lacked real-world relevance, which contributed to reduced self-efficacy beliefs among students.

Another major finding is that the programmes demonstrated a focus on human capital and potentially overlooked the broader societal implications of translator education. This limited their ability to address the translation needs of the predominantly informal sector and other critical sectors (see Section 1.4.3) of Ghanaian society.

Regarding the development of graduate capabilities, the study reveals that, while there were efforts to enhance graduate capabilities, stated programme goals did not usually match the teaching strategies and approaches employed, which sometimes caused underdevelopment or non-development of stated capabilities. For instance, the curriculum documents of GU mentioned employing modern pedagogical approaches in translation, yet it lacked courses in translation technologies. Similarly, DU and BU aim to train translation teachers but do not offer specific courses on translation didactics. Assessment methods also require attention. For instance, while a course may intend to promote critical thinking, activities such as asking students to read poems without analysing them may fail to effectively build valued capabilities.

These findings suggest a need to re-evaluate the selected curricula to match learning outcomes and prepare students to contribute to addressing broader societal challenges.

5.3 REFLECTIONS ON RESEARCH QUESTIONS

> RQ 1.1. What are the considerations that have shaped translator education at these universities in relation to the development of human capabilities of students, as conceptualised by the HCA?

This question was answered in Chapter 4. The selected Ghanaian translation curricula were influenced by a variety of factors, including programme background, national language policy, geographical location, availability of experts, level of study and student profiles. While the local language industry has not significantly shaped curricula, leading to untapped

opportunities, the global translation market has had a notable impact. The curricula examined in this study demonstrated a lack of situatedness, thereby limiting students' capabilities to contribute to solving the translation needs of the predominantly informal economy of Ghana. As argued by Kress (2000) and González-Davies and Enríquez-Raído (2016), situatedness involves incorporating both local and global perspectives. This suggests that Ghanaian translator education programmes could benefit from greater alignment with local language industries and a more nuanced understanding of global trends.

> RQ 1.2. What are the goals and intentions of current translation curricula in relation to the development of human capabilities of students at these selected universities, as conceptualised by the HCA?

This question was answered in Section 4.2. The study confirms that education is not value-free, as demonstrated by the focus on human capital in the selected translation programmes. This perspective prioritises graduate employability. For instance, whereas curriculum designers and lecturers highlighted the importance of socially responsible translation graduates in a developing country such as Ghana, in reality, they did not include any form of community-related project in the curriculum. The programmes highlighted skills and knowledge that are intended to prepare graduates for the formal sector, even sometimes inadvertently instilling in students a focus on financial gain. This approach confines translator education to egocentric ends and highlights the importance of a broader perspective on the value of education in promoting the public good.

> RQ 1.3. What stakeholders are involved in the curriculum design process?

This question was answered in Section 4.4. This study reveals varying levels of stakeholder involvement in curriculum design. Industry involvement appears minimal, causing a disconnect between academic programmes and market demands. While curriculum designers are actively involved at the institutional level, lecturers have limited influence at the micro level and are often confined to making suggestions and suggesting classroom activities. Student participation is also minimal and indirect. At the macro level, curriculum designers highlighted student and lecturer involvement, albeit indirect – students and lecturers did not think they were involved. This disconnect between stakeholders contributes to a lack of ownership by lecturers and students because they feel removed from the curriculum. Also, the perception of curriculum as a finished product contributes to a sense of detachment in lecturers and students. It limits their perceived impact on classroom activities as part of the curriculum design process.

The study highlights the complexity of fitting student and lecturer expectations within specific confines of time, institutional requirements, national requirements, etc. The study also reveals the complexity of balancing the existing curriculum framework with the valuable input of newer faculty.

> RQ 1.4. How do the selected curricula foster or hinder the development of the human capabilities of translation students, as conceptualised by the HCA?

This question was answered in Chapter 4. Each capability will be discussed briefly.

Social relations: This research confirms that social relations, encompassing networking, teamwork, and interpersonal skills, are crucial for success in the Ghanaian translation industry. The programmes enhanced social relations through teamwork and collaborative learning. Lecturers were flexible and varied their teaching methods by employing both individual and group work to create an environment for individuals to thrive through whichever methodology suited them. Also, through deliberative dialogue, feedback and criticism from peers and lecturers, students were introduced to standard quality assurance procedures in translation and their interpersonal skills were enhanced. While training programmes appeared to emphasise collaborative learning to develop interpersonal skills, they seemed to fall short of creating concrete networking opportunities for graduates. This created a situation in which graduates, although equipped with good technical and interpersonal skills, struggled to find jobs because they lacked established networks.

This research emphasises the need for a more holistic approach that equips students with both technical expertise and the ability to navigate the social landscape of the translation industry in Ghana. However, one critical question that arises from this analysis is, Can training programmes truly enhance the capability of social relations if the broader societal context limits its function to gatekeeping? Future research could explore this complex interaction between social relations as a learned skill and its limitations within the Ghanaian translation industry.

Having economic opportunities: While all three selected universities emphasised international jobs, permanent translation jobs were limited. This created a mismatch between the opportunities presented by the curricula and the realities of the job market. The Ghanaian translation industry largely offers freelance work, which requires graduates to be self-employed. However, the curricula do not adequately prepare students for the challenges and opportunities of freelancing. Lecturers often recount anecdotal evidence of successful graduates while overlooking the experiences of graduates who faced challenges or pursued

freelance careers. Additionally, while the programmes did provide education on soft skills, they did not adequately prepare students with specific, marketable skills for the Ghanaian translation market. Diversification measures were often limited to encouraging students rather than providing concrete support and guidance. This highlights the need for a more comprehensive understanding of the job market and the opportunities available to graduates.

Knowledge: The translation programmes emphasised equipping graduates with essential translation skills, but there was significant room to enhance students' technological knowledge. Unlike DU, which integrated technology and offers dedicated courses, BU and GU did not include courses on translation technologies, thereby limiting graduates' ability to thrive in an increasingly technological world. The absence of technological expertise in graduates can be attributed to the limited capabilities of some lecturers. There is, therefore, a need for lecturer capacity-building initiatives to ensure that faculty members are equipped to teach the latest translation technologies and methodologies.

Active, experiential learning: While the programmes incorporated various strategies for active and experiential learning, such as timed activities, simulated activities, language immersion and internships, these experiences did not always reflect reality. In some cases, the implementation of these activities did not yield the intended results, as illustrated by the language immersion programme at GU.

Autonomy: The programmes encouraged autonomy by encouraging students to take charge of their own learning experiences and employing scaffolding teaching methodologies. However, graduates were not fully prepared for the challenges of working as freelancers, as the programmes did not provide adequate support for developing self-marketing strategies or facilitating connections in the translation community, which hindered graduates' ability to launch successfully into freelance careers.

Critical thinking: While all three selected programmes emphasised critical thinking, the assessment strategies employed may not have enhanced this skill effectively.

> RQ 1.5. Are adaptations needed regarding the development of the human capabilities of translation students at the selected institutions, as conceptualised at the HCA? If so, what are they?

This question was answered in Chapter 4. To avoid repetition, I outline the highlights of proposed adaptations that could lead to improvement.

i) Incorporate local languages and non-professional translation: Curricula should include Ghanaian languages and consider the needs of the informal sector.
ii) Review trainer profiles: Regularly review the qualifications and expertise of faculty members to ensure they are equipped to teach the curriculum effectively.
iii) Embrace technology and AI: GU and BU should be more open to integrating technology and AI into their translation programmes.
iv) Expand programme offerings: Consider offering blended modules and modules in related fields, such as localisation and project management.
v) Strengthen industry connections: Foster stronger partnerships with industry professionals and create opportunities for students to network and gain practical experience.
vi) Streamline internship programmes: Institutions such as GU and BU should actively seek internship opportunities that provide support and guidance to students.

5.4 ARGUMENT OF THE THESIS AND CONTRIBUTION TO KNOWLEDGE

By building on existing research on translation competencies and pedagogy, this study proposes the HCA as a valuable framework for understanding and improving the translator learning environment. This study contributes to the field of translator education by offering a new perspective on curriculum design and student development. By applying the HCA, we could identify both contextual barriers and enabling factors that influenced students' ability to reach their full potential. This approach goes beyond perspectives based on translator competency to consider broader societal, cultural and economic influences. The HCA also emphasises social justice, empowerment and inclusivity. By focusing on these factors, we can create a more equitable learning environment that benefits all students.

This research argues that in a developing context such as Ghana, an HCA alone is insufficient to fully encapsulate the impact of curricula on student development. A broader perspective on curriculum design that considers societal development and individual aspirations is essential. Therefore, in line with the thoughts of Walker (2012), Marais (2011, 2014), Rajapakse (2016) and others, I argue for a human development perspective to curriculum that ensures that translator education incorporates good public values, drives social progress and responds to developmental needs. This perspective can help ensure that translator education programmes

not only equip students with knowledge and skills but also foster values and attitudes that contribute to positive social change.

This study is innovative as it is the first, to my knowledge, to assess translator education in Ghana using the HCA. The study applied the HCA broadly by not only identifying valued capabilities but also examining their development and factors such as participation, equity (Alkire, 2008) and opportunities for improvement. Furthermore, this study contributes to the limited empirical data available on the Ghanaian translation market. It provides insights into the industry's dynamics, including the types of texts translators handle and translator employment arrangements.

5.5 STUDY LIMITATIONS

While the study provided crucial empirical data on the Ghanaian translation industry, future research could benefit from a more comprehensive data collection effort. The finding suggests the need for further research into the specific challenges faced by Ghanaian translators outside established networks (see Section 4.5.1).

At the pedagogical level, this study could have benefitted from direct observation of classroom interactions (students vs students; lecturers vs students) and curriculum discussions among faculty. This could have provided valuable insights into power dynamics within agencies of actors, which are critical elements of assessing stakeholder participation and empowerment – a key focus of the HCA. Furthermore, while I commend the programmes for fostering collaborative learning (see Section 4.5.1), I am unable to comment on the specific implementation of pedagogical practices aimed at enhancing self-efficacy and providing positive and constructive feedback. As noted by del Mar Haro-Soler (2017), focusing on errors can be counterproductive, and providing good solutions can boost student confidence and motivation.

Additionally, future research could explore how lecturers who actively seek student input assess the feasibility of incorporating student needs into curriculum (Section 4.4.1). This would shed light on the challenges and strategies involved in balancing student preferences with a programme's broader goals and constraints.

Also, this study raised critical questions about the inadequate implementation of experiential learning at BU (see Section 4.5.4.2.4). While this study cannot provide definitive answers to

these complex issues, future research could focus on identifying the specific factors hindering the integration of real-world experience into the curriculum.

5.6 RECOMMENDATIONS

Universities should actively seek contributions from all stakeholder voices in curriculum design. This would include incorporating the perspectives of industry professionals throughout the ongoing curriculum development cycle and using a collaborative approach proposed in Section 4.4.3. Teachers should see themselves as and be seen as active participants in curriculum making, rather than simply implementers (Lambert et al., 2015). This shift in perspective can foster a sense of ownership and engagement among faculty members. Furthermore, students should be aware of their role in the learning process, understand the reasons for specific activities, and set their own goals. This aligns with Van Lier's (2007, pp. 155-177) emphasis on the importance of learner awareness. To achieve this awareness, curriculum should be seen as an ongoing process rather than a finished product, as illustrated by Peyton and Peyton (1998; see Figure 5.1). Additionally, all assessment methods should be aligned with the desired student outcomes and should answer the critical questions effective curricula seek to answer (see Section 2.3.2). To this end, I propose an updated version of Peyton and Peyton's curriculum planning cycle. This revised cycle (see Figure 5.2), includes an additional step of Evaluation after the Output and is framed within the HCA. By incorporating these recommendations, universities can create more effective and responsive translation programmes that align with the needs of students, industry and society.

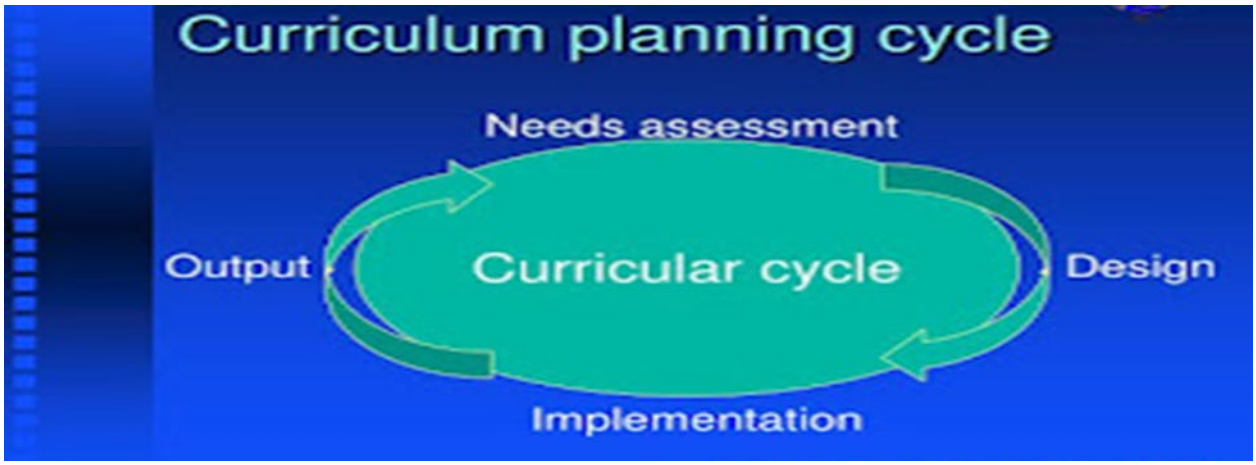

Figure 5.1: Curriculum design cycle (Peyton & Peyton, 1998)

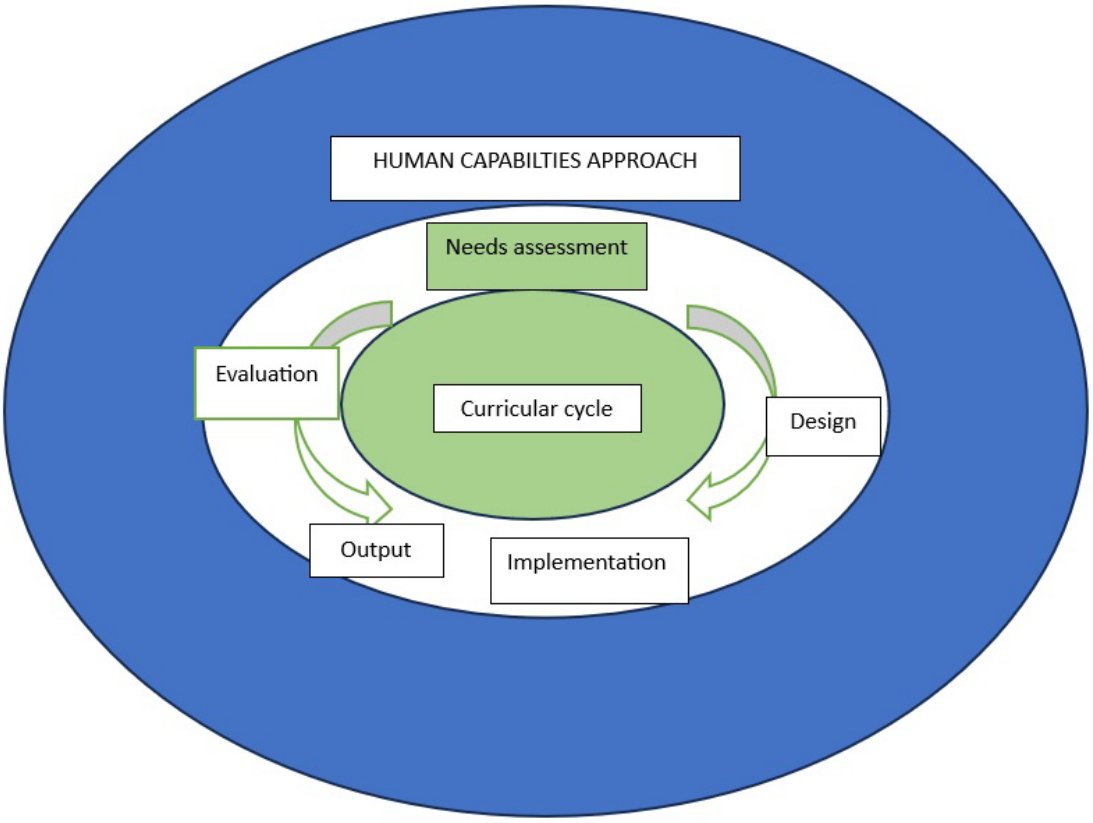

Figure 5.2: Curriculum design cycle (Linda Esinam Dakey)

A scaffolding approach is necessary to prepare students for the Ghanaian context effectively. Given the limited experience of many students and the challenges of transitioning to freelancing work after graduation, providing scaffolding support through close collaboration with the GATI can enhance student development significantly. For instance, Saldanha (2019) suggested that assigning students to experienced GATI mentors could be beneficial. This should take place in the context of formal mentorship programmes, with clearly defined terms. Regular practical sessions on areas such as invoicing, marketing and client search could be helpful.

Lastly, Ghana, as a developing context, should be taken into consideration when designing translation curricula to ensure that the programme does not only address the needs of the elite formal sector but also the needs of the informal sector. To address the needs of the informal sector better and to enable students to achieve a higher level of proficiency before they enter the professional workforce, I recommend that there should be levels of translator education. Undergraduate programmes could focus on providing a foundation in translation studies by

adopting the NPIT module, for example, while professional translation could be pursued at the postgraduate level.

5.7 GENERAL CONCLUSION

This study provided a comprehensive analysis of translator education in Ghana by focusing on the development of human capabilities in the selected curricula and using Walker's list of 11 functional capabilities as a starting point. By applying the HCA, the study identified key areas for improvement and offered recommendations for enhancing the effectiveness of these programmes.

This study found that the selected curricula demonstrated varying degrees of focus on different capabilities, with some areas, such as social relations, technological knowledge and public-mindedness, requiring more attention. The study also found that different stakeholders have different perspectives on the curriculum and its effectiveness, which highlights the need for greater collaboration and input by all parties.

The study, therefore, proposes that curricula should be aligned not only with industry needs but also with broader societal needs and that greater participation by students, industry professionals, and lecturers in curriculum design and evaluation should be encouraged.

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APPENDICES

Appendix A: Research introduction

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE: March-April 2023

TITLE OF THE RESEARCH PROJECT

The complexities of translator education in Ghana: Exploring a human capabilities approach to curriculum design

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Linda Esinam Dakey 2020918583 +233558047230

FACULTY AND DEPARTMENT:

Name of Faculty: Humanities
Name of Department: Linguistics and Language Practice

STUDY LEADER(S) NAME AND CONTACT NUMBER:

Name of Study Leader (UFS staff member): Prof. Kobus Marais
Contact number: 051 4012798

WHAT IS THE AIM / PURPOSE OF THE STUDY?

This study aims to examine translation curricula in Ghana in relation to the development of the human capabilities of students and suggest ways of expanding students' capabilities for social, democratic and economic good. This study focuses on how the education the students receive prepares them to be active participants of society, living the life they value and contributing to national development.

WHO IS DOING THE RESEARCH?

I am Linda Esinam Dakey, a PhD student at the Department of Linguistics and Language Practice, University of the Free State, South Africa. I am conducting research on translator education with particular focus on exploring human development and capabilities approach to curriculum design.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received approval from the Research Ethics Committee of UFS. A copy of the approval letter can be obtained from the researcher.

Approval number: UFS-HSD2022/0454/22

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

The study targets curriculum designers, lecturers and graduates of French-English translation programs of University of Ghana (UG), Kwame Nkrumah University of Science and Technology (KNUST-Ghana) and Ghana Institute of Languages (GIL). The study involves 28 participants. You expressed the desire to participate in this study after receiving information concerning the study from your head of department. I believe that you will be able to provide valuable information into translator education in Ghana and how it can be improved.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

This is a multi-sited case study that seeks to gather information from KNUST, GIL and UG. Semi-structured interviews will be conducted with graduates, lecturers and curriculum designers of the Translation program of the aforementioned institutions. Industry players will also be interviewed. The questions asked will relate to enhancing the capabilities of students of the Translation program to contribute to their individual and national development. The interview will be recorded and transcribed. The semi-structured interview is expected to last between 30 minutes and 1hour. There will be a total of 28 participants.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Being in this study is voluntary, and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There is no direct benefit for participating in this study. However, by participating in this study you will contribute to improving the curriculum of translator education in Ghana, and enhancing the development of students and the country at large.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

There is no known risk associated with this study. However, the study may result into time inconveniences/ loss of work time for participants. To mitigate this, the researcher will ensure that interviews are conducted at the most convenient time and place for the participants.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym, and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Only the researcher will have access to the recording. However, your answers may be reviewed by people responsible for making sure that research is done properly, including the supervisors and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Apart from fulfilling the PhD requirements, a report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in the researcher's office for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years, all electronic information will be deleted and hard copies shredded.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

There is no financial benefit for participants of this study. In order to mitigate cost to participants, interviews will be held at a place and time convenient for participants. Virtual interviews can also be scheduled. In case the interview is long and depending on the venue, the researcher will provide snacks to the participant.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact Linda Esinam Dakey on +233 558047230 or linda.dakey@outlook.com. The findings are accessible for 5 years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Linda Esinam Dakey on +233 558047230 or linda.dakey@outlook.com. Should you have concerns about the way in which the research has been conducted, you may contact my supervisors Professor Kobus Marais, University of the Free State or Professor Maria González Davies, Blanquerna University Ramon Llull. They may be contacted through email: jmarias@ufs.ac.za and mariagd@blanquerna.url.du respectively.

Thank you for taking the time to read this information sheet and for participating in this study.

Appendix B: Informed consent form

UNIVERSITY OF THE FREE STATE
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UFS UV

CONSENT TO PARTICIPATE IN THIS STUDY

I, the undersigned,

_____ (*participant's full names to be included*), (the "**Participant**")

confirm that I voluntarily agree to participate in the research study referred to as the (the **"Study**") in relation to ***The complexities of translator education in Ghana: Exploring a human capabilities approach to curriculum design***
and which Study is being conducted by

_____, (the "**Researcher**").

I, the undersigned Participant, further confirm that

1. the Researcher has explained the nature, procedure, potential benefits and anticipated inconvenience of my participation in the Study;
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet;
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study;
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable);
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing and processing my personal information in order to conduct the Study and any related activities in relation thereto;
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein;
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage;
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.

205 Nelson Mandela Drive/Rylaan, Park West/Parkwes, Bloemfontein 9301, South Africa/Suid-Afrika
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Appendix C: Interview protocol

In- depth interview guide for curriculum designers (UG, KNUST, GIL)

Study: The complexities of translator education in Ghana: Exploring a human capabilities approach to curriculum design

Aim: This study aims to examine translation curricula in Ghana in relation to the development of the human capabilities of students and suggest ways of expanding students' capabilities for social, democratic, and economic good.

Researcher: Linda Esinam Dakey

- Introduction and explanation of the study
- Obtain consent

(Questions may not necessarily follow the order in which they appear but will be guided by the discussion).

Background information

1. Gender: Male / Female
2. What is your educational qualification?
3. What position do you hold at the university?
4. How long have you been a lecturer (at this university and at any other)?
5. What level do you teach at?
6. Do you translate professionally outside academia?

Guiding Questions

1. How is your curriculum is designed?
2. Where are any stakeholders (students, labor market, and government) involved in the design of the curriculum?
3. Apart from the formal courses, does the curriculum provide for non-formal components (workshops, seminars, internships etc.)? What are they and why are they relevant?
4. What factors influence the kind of curriculum you have?
5. Has your curriculum been updated recently? If yes, when, why and how?
6. What are the most important qualities you would like to see from people who have graduated from your program? Why?
7. How do you think your program prepares students for the market?
8. How does your program prepare students for life-long learning?
9. Do your students participate in community-related projects as part of your curriculum? If so, how and where?

10. Do you think graduates would have the capability to choose a career or economic activity that satisfies them? Why?
11. From your point of view, what can be done to improve upon the curriculum in terms of making students well-rounded?
12. Is there anything you would like to say about expanding what translation students are enabled to be or do?

Lecturers' in- depth interview guide (UG, KNUST, GIL)

Study: The complexities of translator education in Ghana: Exploring a human capabilities approach to curriculum design

Aim: The study aims to examine translation curricula in Ghana in relation to the development of the human capabilities of students and suggest ways of expanding their capabilities for social, democratic and economic good.

Researcher: Linda Esinam Dakey

- Introduction and explanation of the study
- Obtain consent

(Questions may not necessarily follow the order in which they appear but will be guided by the discussion).

Background information

1. Gender: Male / Female

2. What is your educational qualification?

3. What position do you hold at the university?

4. How long have you been a lecturer (at this university and/ or any other)?

5. What level do you teach at?

6. Do you translate professionally outside academia?

Guiding Questions

1. What are the main courses undertaken in this program? Which components are considered most important, and why?
2. What role do you play in the design of the translation curriculum at your department?

3. Tell me about your typical translation class.
4. What are the most important qualities you would like to see from your graduates? Why?
5. What activities do you use in the classroom? How do they help with these qualities?
6. Are there any activities you would have preferred to introduce in or outside the classroom? What are they and why?
7. What prevents you from implementing these activities?
8. What do you think about the direct instructional mode of teaching?
9. Did you inherit a curriculum from a colleague?
    a. Did you work with it?
    b. Did you modify it? How and Why?
10. How do you determine the main aim of your curriculum?
11. Does the training prepare students adequately for the translation job market? Explain
12. Do your students participate in community-related projects as part of your curriculum? If so, how and where??
13. How do you prepare students for life-long learning?
14. How do you think the curriculum prepares students to take up other jobs or economic activities apart from translation?
15. How do you think the curriculum can be improved to make students well-rounded?
16. Is there anything else you would like to say about making the students well-rounded?

Graduates' in- depth interview guide (UG, KNUST, GIL)

Study: The complexities of translator education in Ghana: Exploring a human capabilities approach to curriculum design

Aim: critically examine translation curricula in Ghana in relation to the development of the human capabilities of students and suggest ways of expanding their capabilities for social, democratic and economic good.

Researcher: Linda Esinam Dakey

- Introduction and explanation of the study
- Obtain consent

(Questions may not necessarily follow the order in which they appear but will be guided by the discussion).

Background information

1. Gender: Male / Female

2. What is your educational qualification?
3. Which year did you graduate?
4. Why did you choose a degree in translation?
5. Why this institution?

Guiding Questions

1. Did the training you received meet your expectation? Explain
2. Were you involved in any way in designing a curriculum or activities for your translation program in your department?
3. Did your lecturers encourage you to participate actively in class? How?
4. Did that help you in any way? How?
5. How did you participate in extracurricular activities? How useful was that?
6. What important things do you think you have learned through your education that have changed you as a human being?
7. How important is being socially responsible to you? Was your qualification in translation studies (?) helpful in this regard?
8. Would you say the training prepared you for the translation job market? Please explain
9. Apart from translation, what other job(s) do you think the training prepared you for?
10. Is there any opportunity or attribute you wish your education had prepared you for?
11. How would you change the program if you could?
12. What else do you have to say about the curriculum and making students well-rounded?

Industry players' in- depth interview guide (UG, KNUST, GIL)

Study: The complexities of translator education in Ghana: Exploring a human capabilities approach to curriculum design

Aim: The study aims to examine translation curricula in Ghana in relation to the development of the human capabilities of students and suggest ways of expanding their capabilities for social, democratic and economic good.

Researcher: Linda Esinam Dakey

- Introduction and explanation of the study
- Obtain consent

(Questions may not necessarily follow the order in which they appear but will be guided by the discussion).

Background information

1. Gender: Male / Female
2. What is your educational qualification?
3. What position do you hold in your organization?
4. How long have you been working as a translator?
5. What are your working languages?

Guiding Questions

1. In your opinion, which language pairs are in high demand in Ghana?
2. What kind of translations do you get to do/texts do you get to translate?
3. Which is more common for translators in Ghana: working in a translation agency, for international organizations, or freelance? Any other?
4. What qualities do you look for in a young translator?
5. Apart from the ability to produce a quality translation, what other knowledge does a translator need to be able to succeed in Ghana and internationally?
6. What other job opportunities are in Ghana for translators?
7. Is it important for a young translator to be able to work independently? Why?
8. How important is teamwork to you as a translator?
9. How important is social responsibility in your career?
10. What do you think has brought you this far in your career?
11. What recommendation would you give to translator training institutions in terms of preparing students for the market and for life-long learning?

Appendix D: Codes table with no. of participants and references

Code table with no. of participants and references

Codes	No of participants	No. of references
Capabilities	26	162
Social relations	6	10
Teamwork	16	27
support	3	4
Network	13	22
Knowledge	8	21
Language skills	15	27
Knowledge of technology	20	61
Knowledge for producing quality translation	26	76
Knowledge for fair treatment and professional ethics	8	14
Having economic opportunities	21	82
Employment avenues	13	33
Versatility	11	27
Relying on other competences	25	81
Beyond translation skills	24	73
Graduate challenges entering the market	12	22
Lack of support from training institutions	6	10
Lack of preparedness for the job market	5	11
Beyond Ghana	3	3
Critical thinking	2	2
negative effect of technology	2	2
Instructional experiences	0	0
Lecturer approach	9	15
level of difficulty and dynamism assessment	6	9
Autonomy	0	0
Working independently	11	21
Being self-directed in learning	16	28
Being financially independent	3	3
Active and experiential learning	19	47
working on real-world problems	14	20
learning through timed activities	8	19
learning by acting or through simulated activities	16	35