

## A Survey on the Content and Classroom Practice of Translation Courses in the B.A Level from the Perspective of the English Language Graduates

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### ABSTRACT

#### Key Words:

- Translation course
- Course content
- Classroom practice

This research is a descriptive analysis of the current situation of the translation courses from the perspective of the English language graduates. It seeks to answer two research questions. The first question focuses on the view of the graduates of the content of the translation courses they have taken, and the second focuses on their view of the classroom practice. The researcher has designed a questionnaire and collected data from (88) graduates from the English language departments in two colleges namely, Women's College and the Faculty of Arts at Hadhramout University. Although the results have shown an approval to the content and classroom practice of the translation courses, the participants show preference of the classroom practice over the content.

### الملخص:

- الكلمات المفتاحية:
- مقرر الترجمة
  - محتوى المقرر
  - التدريبات الصفية

يُعَدُّ هذا البحث تحليلًا وصفيًا للوضع الحالي لمقررات الترجمة من وجهة نظر خريجي اللغة الإنجليزية، ويحاول الإجابة عن سؤالين بحثيين. يركز السؤال الأول على وجهة نظر الخريجين لمحتوى مقررات الترجمة التي درسوها، ويركز السؤال الثاني على وجهة نظرهم للتدريبات الصفية. قامت الباحثة بتصميم استبانة، وجمع بيانات من (88) خريجًا وخريجة من أقسام اللغة الإنجليزية في كليتين، وتحديداً كليتي البنات والآداب بجامعة حضرموت. على الرغم من أن النتائج أظهرت موافقة على المحتوى والتدريبات الصفية لدورات الترجمة، لكن المشاركين أظهروا تفضيلًا للتدريبات الصفية على المحتوى.

## INTRODUCTION

In teaching someone a new language, translation is naturally a logical means that can be used to aid learning. Obviously, teachers cannot stop their students from translating since it is a useful skill not only for professional translators. Leonardi (2011) argues ‘that translation cannot be avoided as students are persistently translating into and out of their L1 when learning a foreign language’ (p.25). Students would encounter English language in many places outside classrooms such as in hospitals, clinics, menus, labels, and news, and they usually relate that new knowledge to the one they already have. Such practices can enforce the first language identity and create a new bilingual identity of the students.

Including translation courses to the English language departments curriculum can be considered an organized and systemized way to add translation as a skill that may provide the students with an opportunity to work in the field of translation. Such courses usually include topics on tackling translation problems, the differences and similarities between the first and the second languages, translation theories and strategies, and practice of translating different genres.

Zohrab (2008) has stated that any course of study needs to include many components and they are ‘objectives, attitudes, time, students and teachers, needs analysis, classroom activities, materials, study skills, language skills, vocabulary, grammar and assessment’ (p. 49). In the current research, those components have been grouped into two main axes: course content and classroom practice. They have been evaluated through questionnaire statements.

### Statement of the Problem

Any academic program needs regular evaluation not only to seek knowledge development, but also to help the stakeholders of the evaluated program ensure that it meets the evolving educational aims. The current research focuses on obtaining the opinion of only one of the primary stakeholders and that is the English language graduates. And it also focuses on only one type of course in their BA program, namely, translation courses (content and classroom practice). As an English language instructor who has participated in evaluation of the department curriculum, the researcher notices a need to look into the courses from the student’s perspective and include that in the evaluation. This research can be followed by study of other types of course (language, skill and literature) from the students’ perspective in future research. Such research results can be beneficial to instructors, course designers, and language departments in providing some helpful insights that suit the reality of the educational situation in the departments and basics for future comprehensive evaluation of the department curriculum.

### Questions of the Research

1. How do the graduates from the English language departments in Hadhramout University view the content of the translation courses they have taken?
2. How do the graduates from the English language departments in Hadhramout University view the classroom practice of the translation courses they have taken?

### Significance of the Research

The research evaluates the current translation course's content and classroom practice from the graduates' perspective. It highlights one of the course stakeholders' satisfaction, agreement and benefit from the translation courses in the offered BA programs in the two English language departments in Hadhramout University. That can be useful for academic program developers to understand the strengths and weaknesses of the current programs from the perspective of the immediate beneficiary of those programs who are the students. Collaborating their perspectives to the professionals' can ensure meeting the needs of the graduates as well as the local labor market of translation.

### Aims of the Research

The current research aims at looking into the current situation of the translation courses that are taken by the students in English language departments in Hadhramout University and answer the two research questions. The investigation is based on the graduates' perspectives on the content and classroom practice of the translation courses. It is hoped that this research can provide the basics to build a comprehensive evaluation to the current translation courses, point out any drawbacks and propose amendments where necessary.

## METHODS

### Research Design

The researcher has chosen descriptive research design as the current research is simply describing the perspectives of the research population without making any inferences to the population. She uses total population sampling technique as she chooses to examine the entire population due to small number of participants. A questionnaire has been designed to collect quantitative data from the purposive sample which is all the 4<sup>th</sup> level students in their final semester (2022 / 2023) at the BA level. They are from the English language departments in Women's College and the Faculty of Arts in Hadhramout University. The total number is (88) respondents. They have studied (3) translation courses through the four years at the BA level.

## Data Collection Tool

Data is collected by a questionnaire designed by the researcher. It has two axes: course content and classroom practice. Each axis consists of 10 statements that cover the current situation of the translation courses and the respondents fill a 5-point Likert scale to reflect their perspective on the statements.

The course content axis includes the following topics:

1. The importance of proofreading as a skill.
2. The need for a BA or an MA in translation studies as an academic major.
3. The importance of language learning skills courses in developing translation proficiency.
4. The provision of basics to start working in written translation after graduation.
5. The up-to-date course materials.
6. Courses that raise interest in translation.
7. The importance of the theoretical background on translation.
8. Courses that raise cultural awareness.
9. The importance of English literature courses.
10. The lack of interest in translation courses.

The classroom practice axis includes the following topics:

1. Awareness spread on translation-related jobs.
2. Importance of computer and electronic tools use, and research skills.
3. Language proficiency development, then translation proficiency.
4. Practicality of group work.
5. Short texts as a means of translation proficiency assessment.
6. The number of translation courses at the BA level.
7. The provision of useful translation strategies.
8. The course instructor.
9. Number of students in the classroom practice.
10. The drawback of group work.

## LITERATURE REVIEW

It is well known that the ultimate aim of any academic program is to prepare the graduates for labor market. Thus, the departments design their curricula to equip their graduates with the knowledge and skills that help them to meet the labor market requirements. Based on that, the curricula of English language departments usually include linguistic courses, literary courses and translation courses. As teachers, we can assume that the accumulative knowledge the students gain in one type may affect the students' performance in the other.

Courses of English language learning (language learning skills, grammar and vocabulary building) can be beneficial to the students in their performance in translation course. For example, the students need to choose the suitable reading skill while performing a translation task in the classroom. They read for comprehensive understanding rather than scan or skim the text because the purpose of reading in this task is to have a full understanding of the text meaning to produce satisfactory translation (AL Sharif, 2017).

In addition, some techniques used in English language learning courses can be helpful in translation practice in classrooms such as pair and group work. Roskosa and Rupniece (2016) state many drawbacks for group work such as ‘problem of concentration; the contribution and performance of every group mate may be unequal; group mates may have different speed of translation’ (p. 245). However, they still believe that the instructor’s role in directing an organized group work can be really successful in developing the students’ translation skill through exchanging viewpoints with other class mates and getting new experiences. Setiani’s three-stage study (2020) also supports the role of the instructor in directing the group work activities and discussing the students’ strong and weak points in their performance in order to avoid them in the next activities.

Similarly, studying literary courses can affect the students’ performance in translation classroom. Kilickaya and Ergil (2023) have discussed the necessity and usefulness of including English literature courses in academic translation education whether in vocational schools or higher education. The discussion concludes that the aim of literature courses is to develop linguistic, communicative and cultural competences whether the graduate pursues a translation profession, non-translational profession or further language or cultural-related discipline. In relation to literary translation, Madkour (2016) has found that among the causes of literary translation challenges that the students face are the challenges in interpreting literary devices and eloquence and she recommends to ‘motivate them to improve their analytical and critical thinking’ (p. 99). Analytical and critical thinking skills can be improved in literary courses such as literary appreciation course and literary genres.

It is worth mentioning that English language graduates usually seek a job opportunity in teaching in schools and institutes and even universities. Although they do not always carry a certificate in education or teaching methods, teaching is considered the most common job. Courses of English language learning can be beneficial for the students but what about translation courses. Bekereci-Şahin (2022) has investigated the views of instructors and pre-service teachers on the usefulness of studying translation in an EFL teacher education program. The results show that translation courses are very rewarding for pre-service EFL teachers in terms of increasing their linguistic competence, improving reading comprehension and making contributions to teaching language skills.

According to Lynch (1996), Zohrab (2008) and Nyabero (2016), there are three

main types of evaluation of academic courses: diagnostic evaluation (prior to the course implementation), formative evaluation (during the course implementation) and summative evaluation (after the course implementation) and can involve all or some of the stakeholders; teachers, students, administrators and researchers. The evaluation can be carried out in different forms such as using a questionnaire to ask students and teachers to rate the course, a pretest-posttest design to measure the students' achievement, or asking an expert to prepare a report on the strong and weak points of the course and propose amendments.

The current research carries out a summative evaluation that involves the students only and uses a questionnaire to collect required data.

## RESULTS ANALYSIS AND DISCUSSION

The questionnaire papers have been given to (88) graduates from the English language departments in two colleges namely, Women's College and the Faculty of Arts at Hadhramout University. The quantitative data has been analyzed by SPSS program and the results are presented in three tables. The analysis and discussion are divided into three parts: the first and second are about the two axes of the questionnaire and the third is about the results of the T-test.

The first part is about the (10) statements of the first axis (course content) and the results are arranged in descending order according to their arithmetic means in Table no. (1).

**Table no. (1) the arithmetic means and standard deviations for the first axis statements (Course content)**

| NO. | Statements                                                                         | Mean   | St. deviation | T. test | Significant Coefficient | Rank | Direction      |
|-----|------------------------------------------------------------------------------------|--------|---------------|---------|-------------------------|------|----------------|
| 18  | The skill of proofreading is essential for developing translation competence.      | 4.4432 | .65842        | 63.304  | 0.000                   | 1    | Extremely High |
| 13  | We need translation studies as an academic major to be studied at BA or MA levels. | 4.3977 | .80999        | 50.932  | 0.000                   | 2    | Extremely High |

|    |                                                                                                                                                                                            |        |         |        |       |   |      |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|--------|-------|---|------|
| 17 | The courses of language learning skills (Reading comprehension, listening, speaking, writing and grammar) that we studied in the BA program helped us develop our translation proficiency. | 3.8523 | .98890  | 36.543 | 0.000 | 3 | High |
| 12 | The translation courses in the BA program gave us the basics to start working in written translation domain.                                                                               | 3.7727 | .90627  | 39.052 | 0.000 | 4 | High |
| 20 | The books and materials used in the translation courses were not up-to-date.                                                                                                               | 3.8068 | 1.11271 | 32.094 | 0.000 | 5 | High |
| 14 | The translation courses we studied made us more interested in translation.                                                                                                                 | 3.6591 | 1.11300 | 30.840 | 0.000 | 6 | High |
| 16 | The theoretical background we had in the translation courses helped us develop our translation competency.                                                                                 | 3.5455 | .89583  | 37.127 | 0.000 | 7 | High |

|    |                                                                                                                                                     |        |         |        |       |    |        |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|--------|-------|----|--------|
| 15 | The translation courses that we studied promoted our cultural awareness.                                                                            | 3.3977 | .94126  | 33.863 | 0.000 | 8  | High   |
| 5  | The courses of English literature (Drama, Novel and Short stories) that we studied in the BA program helped us develop our translation proficiency. | 3.1932 | 1.05980 | 28.265 | 0.000 | 9  | Medium |
| 19 | Students were not interested in the materials offered in the translation courses.                                                                   | 2.9195 | 1.08068 | 25.199 | 0.000 | 10 | Medium |

Prepared by the researcher using SPSS

The analysis of the sample's responses regarding the degree of availability of the first axis statements (Course content) shows that the mean availability of the statements ranges between (4.44 – 2.91) which indicates that the statements are available between "Strongly Agree" and "Neuter" level. Through the standard deviation values of the statements, we notice that the sample's views are close and homogeneous.

The highest mean availability is for the eighteenth statement (4.44) and thirteenth statement (4.39). The majority of the respondents to the eighteenth statement have agreement ('Strongly Agree' (52.3%) and 'Agree' (40.9%)) that the skill of proofreading is essential for developing translation competence. According to Kasperavičienė and Horbačauskienė (2020), students in higher education have positive attitude towards revision of translated texts. They also think that self-revision is always part of translation competence. Besides, the majority of respondents to the thirteenth statement express their need for an academic major in translation studies ('Strongly Agree' (55.7%) and 'Agree' (31.8%)). Looking into different BA and MA programs in translation, they in general aim at graduating translators and interpreters to the labor market.

On the other hand, the nineteenth and fifth statements have medium mean

availability; (2.91) and (3.19) respectively, and they are considered the least available. The majority of the responses to the nineteenth statement are either 'Neuter' (35.2%) or 'Disagree' (30.7%). The neutral respondents induce a doubt about the students' interest in the materials offered in the translation courses, while the disagreeing respondents declare that the students were interested in the materials. Holmes (2018) has conducted research about the impact of the students' level of interest in and enjoyment of the topic being studied on their approaches to learning. 'The data from this research suggests that for contemporary students, interest and enjoyment play an important role in determining their approach to learning.' (p. 140). Meanwhile, the majority of the responses to the fifth statement splits between 'Agree', 'Neuter' and 'Disagree' with the percentages (37.5%), (26.1%) and (22.7%) respectively. That may induce a doubtfulness situation on the respondents' side about the usefulness of literary courses in developing translation proficiency. Kilickaya and Ergil (2023) have stated that the aim of literature courses is to develop linguistic, communicative and cultural competences whether the graduate pursues a translation profession, non-translational profession or further language or cultural-related discipline.

The results of the nineteenth statement are supported by responses to the twentieth and fourteenth statements. The majority of the respondents' views to the twentieth statement are either 'Agree' (31.8%) or 'Strongly Agree' (33%) on the need to update the materials used in translation courses. That may be an explanation to the 'Neutral' responses to the nineteenth statement of lacking interest in translation materials offered in the translation courses. The 'Agree' (54.4%) responses to the fourteenth statement 'that the courses made them interested in translation also supports the 'Disagree' responses to the nineteenth statement.

The remained statements are of high mean availability i.e., the majority of the responses are of 'Agree' category. The respondents 'Agree' (51.1%) to the seventeenth statement on the usefulness of the courses of language learning skills in developing their translation proficiency. In contrary, Pan (2022) has found that translation ability is likely to improve second language competence. The current research and Pan's previous study prove a positive mutual effect of the language learning skills and translation ability. The respondents also 'Agree' (51.1%) to the twelfth statement that translation courses gave them the basics to start working in written translation and 'Agree' (58%) to the sixteenth statement on the usefulness of the theoretical background they had in translation courses. On the discussion of the role of translation theory, Ardi (2012) concludes that presenting translation theory specifically 'problem-based translation model will build students' awareness on how to solve the problem of untranslatability. By finding specific and suitable strategy will give a better technique in solving the translation problem' (p. 327). In addition, the respondents 'Agree' (40.9%) to the fifteenth statement that translation courses promoted their cultural awareness. In his article, Ardi (2015) has discussed the importance

of the translator's owning of 'cross cultural communication awareness' that can solve the problem of translation related to cultural differences.

The second part is about the (10) statements of the second axis (course practice) and the results are arranged in descending order according to their arithmetic means in Table no. (2).

**Table no. (2) the arithmetic means and standard deviations for the second axis statements (Classroom practice)**

| NO. | Statements                                                                                                                                                           | Mean   | St. deviation | T. test | Significant Coefficient | Rank | Direction      |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|---------|-------------------------|------|----------------|
| 4   | The students need to be educated on the translation-related jobs (proofreading, summary writing, ... etc.) available in the local market.                            | 4.5795 | .63827        | 67.306  | 0.000                   | 1    | Extremely High |
| 3   | Besides linguistic skills, we need to develop other skills such as computer skills, use of electronic tools for translation, research skills in translation ... etc. | 4.4659 | .81578        | 51.355  | 0.000                   | 2    | Extremely High |
| 6   | Students need to work on their English proficiency before working on translation skills and theories.                                                                | 4.2386 | .83038        | 47.884  | 0.000                   | 3    | Extremely High |

|    |                                                                                                                                                                      |        |         |        |       |   |      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------|--------|-------|---|------|
| 7  | Group work in the translation lectures helped students learn new skills and strategies from each other.                                                              | 4.0795 | .81961  | 46.692 | 0.000 | 4 | High |
| 11 | Translating short pieces of text (sentences and statements) rather than long ones (essays) was a useful form of evaluation of the students' translation proficiency. | 3.8295 | .98520  | 36.464 | 0.000 | 5 | High |
| 1  | The number of translation courses in the B A program were not sufficient to build the students' translation competence.                                              | 3.8621 | .85143  | 42.309 | 0.000 | 6 | High |
| 9  | In the translation courses, we learned some strategies to deal with the difficulties of unfamiliar topics.                                                           | 3.5682 | .94438  | 35.444 | 0.000 | 7 | High |
| 2  | The translation course instructor encouraged us to work, practice and conduct translation projects outside the class context.                                        | 3.5455 | 1.04946 | 31.692 | 0.000 | 8 | High |

|    |                                                                                                                         |        |         |        |       |    |        |
|----|-------------------------------------------------------------------------------------------------------------------------|--------|---------|--------|-------|----|--------|
| 8  | Many students were in our translation lectures which negatively affected our translation practice.                      | 2.9885 | 1.20555 | 23.122 | 0.000 | 9  | Medium |
| 10 | The group work in the translation courses hindered the students' individual development of their bilingual proficiency. | 2.4091 | .90511  | 24.969 | 0.000 | 10 | Low    |

Prepared by the researcher using SPSS

It is noted from the data of the above table that the analysis of the sample's answers regarding the degree of availability of the second axis statements (Classroom practice) shows that the mean availability ranges between (4.57– 2.40) which indicates that the statements are available between "Strongly Agree" and "Disagree" level. Through the standard deviation values of the statements, we notice that the values indicate that the sample's opinions are close and homogeneous.

The highest mean availability is for the fourth statement (4.57), third statement (4.46) and sixth statement (4.23) respectively. The respondents 'Strongly Agree' (64.8%) with the fourth statement on the need for education on the translation-related jobs available in the local market. The current researcher assumes that the students limit the language careers in teaching and translation. Educating them on other translation- related jobs such as revision, proofreading, editing, back translation ... etc. can expand their awareness to the opportunities they may have for their future career. They also 'Strongly Agree' (62.5%) with the third statement on the need for developing technology-use skills such as computer skills, CAT tools and research skills. This result supports a previous study conducted by Ba-Jubair (2012) who states that translation students and instructors in Jordanian universities support the utilizing of technology in the translation classroom considering them necessary skills to be obtained by prospective translators. Meanwhile, the majority of the responses to the sixth statement are either 'Strongly Agree' (44.3%) or 'Agree' (39.8%). The respondents show an agreement on the importance of linguistic competence as bases for translation competence. Popescu (2013) also states that 'translation competence encompasses the linguistic one, therefore, all instructors who want to teach translation, need to pay heed first to students' foundation competences' (p. 1079).

On the other hand, the least mean availability is for the tenth statement (2.40) and

eighth statement (2.98) respectively. The tenth statement has low mean availability as the respondents 'Disagree' (50%) to the statement. They believe that group work during translation classes is useful for developing their bilingual proficiency. In agreement to that, Roskosa and Rupniece (2016) also insist on the usefulness of group work in fulfilling translation tasks in the classroom when the lecturer provides skillful and competent monitoring of the process to avoid negative aspects of group work. And the eighth statement has medium mean availability. The respondents 'Disagree' (42%) to the statement as they believe that the number of the students does not affect their translation practice in the classroom. The current researcher indicates that to the dependence on the group work technique during translation practice in the classroom.

The remaining statements are of high mean availability i.e., the majority of the responses are of 'Agree' category. The respondents' views to the seventh statement are either 'Agree' (46.6%) or 'Strongly Agree' (33%) on the usefulness of groupwork in learning new skills and strategies from their class mates which support the result of the tenth statement. They 'Agree' (45.5%) to the eleventh statement that translating short pieces of text is more useful form of evaluation of the students' proficiency than translating long ones. After reviewing the classroom tasks and tests, the current researcher noticed that texts in the tests are quite shorter than the ones in the classroom tasks. Taking into account the big number of students, she refers that to the effort and time the instructor has to spend to correct, grade and provide individual feedback. They also 'Agree' (50%) to the first statement that the number translation courses is not sufficient and 'Agree' (58%) to the ninth statement that they have learnt some strategies to deal with some translation difficulties. In addition, they 'Agree' (36.4%) to the second statement on the encouraging role of the course instructor. That is supported by an earlier study by Rashid and Zaman (2018) which confirms the significant relationship between the teachers' behavior in the classroom and the student's academic performance.

The third part of the analysis is of the T-test results:

**Table no. (3): T- test Results**

| Test Value = 0     |         |    |                 |                 |                                           |        |
|--------------------|---------|----|-----------------|-----------------|-------------------------------------------|--------|
| Axes               | T       | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |        |
|                    |         |    |                 |                 | Lower                                     | Upper  |
| Course content     | 87.788  | 87 | .000            | 3.77000         | 3.6162                                    | 3.7838 |
| Classroom practice | 105.321 | 87 | .000            | 3.84100         | 3.6863                                    | 3.8281 |

Prepared by the researcher using SPSS

As shown in Table no. (3), the values of the T-test of the two axes are (87.78, 105.321) respectively, which is considered positive with significant coefficient (0.000) less than (0.05). It means that the results obtained of the two axes have statistical significance and are proved to be reliable. Based on the reliability of the results, the two questions of the research are answered as follows.

**Question 1:** How do the graduates from the English language departments in Hadhramout University view the content of the translation courses they have taken?

It is noted that the general mean for the first axis (Course content) is (3.77) which means that the availability of the statements of this axis lies at the (Agree) level as it belongs to mean scale category (3.40 – 4.20). The high availability of the statements in this axis according to the graduates' perspective indicates the graduates' agreement with and satisfaction of the translation course content.

**Question 2:** How do the graduates from the English language departments in Hadhramout University view the classroom practice of the translation courses they have taken?

The general mean for the second axis (Classroom practice) is (3.84) which means that the availability of the statements of this axis lies at the (Agree) level as it belongs to mean scale category (3.40 – 4.20). The high availability of the statements in this axis according to the graduates' perspective indicates the graduates' agreement with and satisfaction of the classroom practice during translation classes.

## CONCLUSION

It can be concluded that the participants show an approval to the two axes of the questionnaire; the content and classroom practice of the translation courses they have taken since both axes are in the (Agree) level. However, the second axis (Classroom practice) has a greater level of availability (3.84) that can indicate that the participants are in favor of the classroom practice over the content.

## RECOMMENDATIONS

In the light of the discussion of results, the researcher recommends translation course instructors and English departments to provide the students with a variety of text genres mainly authentic ones that are related to some current issues that may attract the students' interest and attention. They can also consider updating translation course content with topics about job opportunities in the local market, and some CAT tools. In addition, the researcher recommends literary courses' instructors to discuss the usefulness of studying literary courses in widening the awareness of culture, developing vocabulary repertoire, and improving critical thinking skills with their students and how that can be useful while studying translation.

The researcher also recommends carrying out studies on the local market of translation such as translation job requirements and available translation-related jobs (i.e. proofreading, revision, back translation ... etc.) besides comprehensive studies including other stakeholders of course development (i.e., teachers, administrators ... etc.). The results of these studies can direct the future planning of objectives and content of translation courses.

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## Appendix:

### QUESTIONNAIRE

#### A Survey on the Content and Classroom Practice of Translation Courses at the BA Level from the Perspective of the English Language Graduates

Dear English Language Graduates,

This research is to survey your viewpoints on the translation courses you have studied in your BA level. It aims to focus on the courses' content and style of practicing translation in the classroom in order to answer some research questions based on your experience. The information will be used for academic purposes only. I always appreciate your cooperation.

Sincerely yours,

The researcher

University: \_\_\_\_\_

College: \_\_\_\_\_

Number of translation courses: \_\_\_\_\_

Please read the following statements and check the point that meets your opinion.

|   | Statements                                                                                                                                                           | Strongly disagree<br>لا أوافق بشدة | Disagree<br>لا أوافق | Neuter<br>محايد | Agree<br>أوافق | Strongly agree<br>أوافق بشدة | المحاور                                                                                                                                              |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------|-----------------|----------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The number of translation courses in the BA program were not sufficient to build the students' translation competence.                                               |                                    |                      |                 |                |                              | لم يكن عدد مقررات الترجمة في مرحلة البكالوريوس كافياً لبناء كفاءة الترجمة لدى الطلاب.                                                                |
| 2 | The translation course instructor encouraged us to work, practice and conduct translation projects outside the class context.                                        |                                    |                      |                 |                |                              | شجعنا مدرس مقرر الترجمة على العمل وممارسة وتنفيذ مشاريع الترجمة خارج نطاق الفصل الدراسي.                                                             |
| 3 | Besides linguistic skills, we need to develop other skills such as computer skills, use of electronic tools for translation, research skills in translation ... etc. |                                    |                      |                 |                |                              | إلى جانب المهارات اللغوية، نحتاج إلى تطوير مهارات أخرى مثل مهارات استخدام الكمبيوتر، والأدوات الإلكترونية للترجمة، ومهارات البحث في الترجمة ... إلخ. |

|   | Statements                                                                                                                                          | Strongly disagree<br>لا أوافق بشدة | Disagree<br>لا أوافق | Neuter<br>محايد | Agree<br>أوافق | Strongly agree<br>أوافق بشدة | المحاور                                                                                                                   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------|-----------------|----------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 4 | The students need to be educated on the translation-related jobs (proofreading, summary writing, ... etc.) available in the local market            |                                    |                      |                 |                |                              | يجب تثقيف الطلاب حول الأعمال ذات الصلة بالترجمة (التدقيق اللغوي، الملخصات، ... إلخ) المتوفرة في السوق المحلية.            |
| 5 | The courses of English literature (Drama, Novel and Short stories) that we studied in the BA program helped us develop our translation proficiency. |                                    |                      |                 |                |                              | ساعدتنا مقررات الأدب الإنجليزي (الدراما والرواية القصيرة) التي درسناها في مرحلة البكالوريوس على تطوير كفاءتنا في الترجمة. |
| 6 | Students need to work on their English proficiency before working on translation skills and theories.                                               |                                    |                      |                 |                |                              | ينبغي على الطلاب العمل على إتقان اللغة الإنجليزية قبل العمل على مهارات ونظريات الترجمة.                                   |
| 7 | Group work in the translation lectures helped students learn new skills and strategies from each other.                                             |                                    |                      |                 |                |                              | ساعد العمل الجماعي الطلاب في محاضرات الترجمة على تعلم مهارات واستراتيجيات جديدة من بعضهم البعض.                           |
| 8 | Many students were in our translation lectures which negatively affected our translation practice.                                                  |                                    |                      |                 |                |                              | تواجد العديد من الطلاب في محاضرات الترجمة مما أثر سلباً على تدريباتنا في الترجمة.                                         |

|    | Statements                                                                                                                                                           | Strongly disagree<br>لا أوافق بشدة | Disagree<br>لا أوافق | Neuter<br>محايد | Agree<br>أوافق | Strongly agree<br>أوافق بشدة | المحاور                                                                                                                   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------|-----------------|----------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 9  | In the translation courses, we learned some strategies to deal with the difficulties of unfamiliar topics.                                                           |                                    |                      |                 |                |                              | تعلمنا في مقررات الترجمة بعض الاستراتيجيات للتعامل مع الصعوبات في المواضيع غير المألوفة.                                  |
| 10 | The group work in the translation courses hindered the students' individual development of their bilingual proficiency.                                              |                                    |                      |                 |                |                              | أدى العمل الجماعي في مقررات الترجمة إلى إعاقة التطور الفردي للطلاب في إتقانهم للغتين.                                     |
| 11 | Translating short pieces of text (sentences and paragraphs) rather than long ones (essays) was a useful form of evaluation of the students' translation proficiency. |                                    |                      |                 |                |                              | كانت ترجمة النصوص القصيرة (الجمل والفقرات) بدلاً من النصوص الطويلة (المقالات) طريقة مفيدة لتقييم كفاءة الطلاب في الترجمة. |
| 12 | The translation courses in the BA program gave us the basics to start working in written translation domain.                                                         |                                    |                      |                 |                |                              | قدمت لنا مقررات الترجمة في مرحلة البكالوريوس الأساسيات لبدء العمل في مجال الترجمة الكتابية.                               |
| 13 | We need translation studies as an academic major to be studied at BA or MA levels.                                                                                   |                                    |                      |                 |                |                              | نحتاج إلى دراسات الترجمة كتخصص أكاديمي ليتم دراستها في مرحلة البكالوريوس أو الماجستير.                                    |
| 14 | The translation courses we studied made us more interested in translation.                                                                                           |                                    |                      |                 |                |                              | جعلتنا مقررات الترجمة التي درسناها أكثر اهتمامًا بالترجمة.                                                                |

|    | Statements                                                                                                                                                                                 | Strongly disagree<br>لا أوافق بشدة | Disagree<br>لا أوافق | Neuter<br>محايد | Agree<br>أوافق | Strongly agree<br>أوافق بشدة | المحاور                                                                                                                                               |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------|-----------------|----------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 | The translation courses that we studied promoted our cultural awareness.                                                                                                                   |                                    |                      |                 |                |                              | عززت مقررات الترجمة التي درسناها من وعينا الثقافي.                                                                                                    |
| 16 | The theoretical background we had in the translation courses helped us develop our translation competency.                                                                                 |                                    |                      |                 |                |                              | ساعدتنا الخلفية النظرية التي حصلنا عليها في مقررات الترجمة على تطوير كفاءتنا في الترجمة.                                                              |
| 17 | The courses of language learning skills (Reading comprehension, listening, speaking, writing and grammar) that we studied in the BA program helped us develop our translation proficiency. |                                    |                      |                 |                |                              | ساعدتنا مقررات مهارات تعلم اللغة (القراءة والفهم والاستماع والتحدث والكتابة والقواعد) التي درسناها في مرحلة البكالوريوس على تطوير كفاءتنا في الترجمة. |
| 18 | The skill of proofreading is essential for developing translation competence.                                                                                                              |                                    |                      |                 |                |                              | مهارة التدقيق اللغوي ضرورية لتطوير كفاءة الترجمة.                                                                                                     |
| 19 | Students were not interested in the materials offered in the translation courses.                                                                                                          |                                    |                      |                 |                |                              | لم يكن الطلاب مهتمين بالمواد المقدمة في مقررات الترجمة.                                                                                               |
| 20 | The books and materials used in the translation courses were not up-to-date.                                                                                                               |                                    |                      |                 |                |                              | لم يتم تحديث الكتب والمواد المستخدمة في مقررات الترجمة.                                                                                               |

Thank you