

تقييم آراء طالبات اللغة الإنجليزية كلغة أجنبية حول أساليب تدريس الترجمة بكلية التربية- طرابلس، جامعة طرابلس دالية عبدالله عكيلا*

قسم اللغة الإنجليزية ، كلية التربية- طرابلس، جامعة طرابلس ، ليبيا

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الملخص:

يلعب تدريس الترجمة دوراً رئيسياً في تعليم اللغة الإنجليزية كلغة أجنبية، إذ يساهم في بناء الكفاءات اللغوية والتواصلية والثقافية لدى المتعلمين. بحثت هذه الدراسة البحثية آراء طالبات اللغة الإنجليزية كلغة أجنبية حول ممارسات تدريس الترجمة المتبعة في كلية التربية طرابلس، بجامعة طرابلس في ليبيا. وهدفت إلى دراسة أساليب تدريس الترجمة الحالية، وممارسات التدريس لدى المُدرّسين، وجودة المناهج الدراسية، والتدريب العملي، والتقييم الشامل لبرنامج الترجمة المُتبع. واعتمدت الدراسة تصميمًا وصفيًا مختلطًا. تألفت العينة من 43 طالبة في الفصلين الدراسيين السابع والأخير، والآتي أكملن استبيانًا إلكترونيًا تضمن معلومات حول خلفياتهن الديموغرافية، وخمسة وعشرين سؤالًا مغلقًا، وثلاثة أسئلة مفتوحة. وتم تحليل البيانات الكمية إحصائيًا باستخدام

برنامج SPSS، بينما تم تحليل البيانات النوعية تحليلًا موضوعيًا. أظهرت النتائج أن الطالبات عمومًا لديهن آراء إيجابية حول البرنامج، ويُقدّرن دوره في تطوير كفاءتهن في الترجمة ومهاراتهن اللغوية والتواصلية. ومع ذلك، أشارت الطالبات إلى أن بعض

جوانب البرنامج بحاجة إلى تحسين، بما في ذلك زيادة التدريب العملي، وأنشطة الترجمة الفورية، ومادة الترجمة الأصلية، وملاحظات المُدرّسين التفصيلية، وزيادة دمج وسائل التقنية المساعدة في الترجمة. أوصت الطالبات أيضًا بإصلاح المناهج الدراسية الحالية من خلال تضمين المزيد من التدريب العملي وفرص الترجمة المهنية الأوسع في دورات الترجمة. وتلخصت الدراسة إلى أن تعزيز أساليب التدريس التي تركز على المتعلم والأساليب القائمة على الممارسة من شأنه أن يُحسّن برنامج الترجمة ويهيئ طالبات اللغة الإنجليزية كلغة أجنبية لسوق العمل المهني في المستقبل. **الكلمات المفتاحية:** تعليم الترجمة، أساليب تدريس الترجمة، طالبات اللغة الإنجليزية كلغة أجنبية، تصميم المناهج، أساليب التدريس، الوسائل التقنية المساعدة.

EFL Students' Perceptions of Translation Teaching Practices: A Mixed-Methods Study at Faculty of Education-Tripoli, University of Tripoli, Libya

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Abstract

Translation pedagogy plays a key role in EFL education by contributing to students' linguistic, communicative, and intercultural competence. This study investigated EFL students' perceptions of translation teaching practices at Faculty of Education-Tripoli, University of Tripoli in Libya. It adopted a mixed-methods descriptive design using a researcher-developed questionnaire containing 25 closed-ended statements and three open-ended questions. The sample consisted of 43 EFL students in their seventh and final academic semesters of the English department. The quantitative data were measured on a five-point Likert scale ranging from 1(Strongly Disagree) to 5 (Strongly Agree). Descriptive statistical analysis of one-way ANOVA and Pearson correlation were conducted to calculate the quantitative data, and the open-ended responses were thematically analyzed. The analysis of the respondents' perceptions revealed an overall mean of 3.83, indicating high agreement regarding positive statements about

translation teaching practices. Translation teaching methods received a mean of ($M=4.01$), translation instructors' teaching practices obtained a mean of ($M=3.94$), curriculum and practical training ($M=3.72$) and students' overall evaluation ($M=3.79$). The one-way ANOVA analysis showed no statistically significant difference in the students' overall program evaluation according to English proficiency, $F(2, 40) = 1.50$, $p = .236$. Correlation analysis revealed significant positive relationships among teaching methods, instructors' practices and curriculum and practical training, while their relationships with overall evaluation were not statistically significant. The qualitative findings supported the quantitative findings, reflecting some strength regarding instructor quality and language development, while at the same time identifying limited practical training, insufficient interpretation opportunities, inadequate feedback and a shortage of translation technologies as areas in the program needing improvement. Finally, the study concluded that the program offered considerable foundation but would further benefit from an adequate balance between theoretical instruction and authentic professional practice.

Keywords: Translation Education, Translation Pedagogy, EFL Students, Curriculum Design, Teaching Practices, Technological Aids.

1. Introduction

Translation teaching is an integral part of EFL education that contributes to the development of students' linguistic competence and intercultural communication awareness between languages. Modern translation pedagogy has gone far beyond its traditional role as a language learning activity towards learner-centered approaches that stress the integration of authentic translation tasks, collaborative learning styles, critical thinking skills and technological learning aids.

Examining students' perceptions of translation teaching offers important insights into the effectiveness of translation education programs, teaching methods, used instructors' teaching practices, curriculum quality and the inclusion of practical training. As a matter of fact, students' translation skills develop through integrating theoretical knowledge and practical experience together, as learner feedback has a key role in evaluating and enhancing translation teaching programs.

Moreover, previous research has indicated that successful translation education involves the use of authentic materials, practical training, constructive feedback, a collaborative learning environment and technology awareness. However, research has also reported that continuous challenges still exist such a lack of practical training, limited interpretation activities and insufficient professional translation practice and technologies. Such challenges emphasize the need for appropriate translation curricula that meet the professional workplace requirements. Therefore, in Libyan university education, research on translation teaching remains almost rare or non-existent. Since most research studies have been conducted to investigate students' language proficiency or their translation errors, assessing students' views about translation teaching practices and curriculum quality at the university level is not much explored. To bridge this gap, this study attempts to assess EFL students' perceptions of the translation teaching practices at Faculty of Education, Tripoli, University of Tripoli in Libya. This research study aims to address the following research questions:

1. What are students' perceptions of the translation teaching methods used in their translation courses?
2. How do students evaluate the teaching practices of translation instructors?
3. How do students perceive the effectiveness of the existing translation curriculum and practical training?
4. What are the students' overall evaluations of the current translation program, and what improvements do they recommend?

2. Literature Review

2.1. Translation Pedagogy in EFL Education

Translation pedagogy has witnessed significant development from some traditional teaching methods, such as the grammar translation method (GMT), which mainly concentrated on grammatical accuracy, vocabulary memorization and literal translation. While this old-fashioned method contributed to the development of linguistic knowledge, it offered insufficient communicative language use (Cook, 2010). However, modern translation pedagogy views translation as a communicative and intercultural process rather than a simple transfer of words from one language into

another (Munday, 2015). Moreover, contemporary translation pedagogy emphasizes the importance of functional and competence based approaches since students need to understand the purpose, context and cultural concept of the source language text before producing the target text (Sekhri, 2016). Therefore, translation teaching develops not only the linguistic accuracy of the learner but his cultural awareness problem solving skills and professional competence (Kelly, 2005). In this regard, most modern translation programs implemented integrate theory with practical training to create active learning and equip students with professional translation practice (EMT, 2017).

2.2. Translation Teaching Approaches and Classroom Practices

Translation teaching has seen many changes to shift from teacher centered instruction focusing on linguistic accuracy to learner-centered approaches that trigger active learning, students' collaboration and promote professional competence (Cook, 2010; Munday, 2015). Modern translation pedagogy stresses the use of authentic translation tasks and activities, reflective practice and collaboration as well as the roles of instructors to act as facilitators rather than providers of knowledge (Kirlay, 2000). Moreover, competence based approaches aim to develop the linguistic, cultural, technological and professional skills of the learner through project based activities and tasks, peer reflection and review, and the inclusion of authentic practice (Kelly, 2005; Hurtado Albir, 2015). However, many language programs at the university level are still based on theoretical materials and provide limited practical experience (Calvo, 2011; Li, 2023). As a consequence, learners' perceptions of translation teaching practices can provide important information for promoting translation teaching, curriculum development and translator practical training .

2.3. Translation Curriculum and Professional Preparation

A well-designed translation curriculum determines the quality and success of a translation teaching program. It is essential to develop translators' linguistic skills by providing a balance between theoretical knowledge and practical training. As stated by the EMT competence framework (2017), certain key components are highly important for competent translators to have, including linguistic skills, intercultural communication, and

technological competence, awareness of information management, revision skill and professional service skills.

Scholars such as Kelly (2005) argue that translation curricula should reflect professional practice by integrating authentic projects and work based activities that develop students' communication, research and decision making skills. Likewise, Dewanto, (2013) pointed out that teamwork in translation instruction strengthens students' professional knowledge through collaboration. Further to this, many translation teaching programs at the tertiary level still put more emphasis on teaching theoretical knowledge over practical experience, especially in interpretation, specialized translation and real-world projects. As a consequence, curricula reforms should be made involving experiential learning and providing a balance between academic theoretical instruction and real professional practice .

2.4. Practical Translation and Interpretation Training

Practical training has received significant attention in translation education as it enables students to apply theoretical knowledge in real world contexts. Therefore, activities including project based learning, collaborative translation and work place simulation help improve students' translation skills and their practical knowledge needed for professional practice (Kiraly, 2000; Kelly, 2005).

Moreover, the provision of authentic translation tasks help students get exposed to real documents, which promotes their linguistic, intercultural and decision making skills while making them familiar with professional translation practices (EMT Expert Group, 2017).

In addition, integrating interpretation training within the translation curriculum contributes to the development of students' listening, speaking, vocabulary and communication skills through authentic language tasks (Dong and Liu 2016; Valero-Garces. 2021).

However, many EFL translation programs at the university level do not offer enough opportunities for practical translation and interpreting because of insufficient authentic teaching materials, technological aids and appropriate assessment methods (Lee, J. 2020; Angelelli and Jacobson, 2009). Therefore, providing collaborative tasks and practice is essential for students' preparation in professional translation career .

2.5. Effective Translation Teachers

The success of any translation education programs depends to a large extent on the qualities and teaching practices of translation instructors. Effective translation instructors are those who possess sufficient knowledge of both translation theory and practice. In other words, they should be able to help students learn how to put theory into practice through the employment of learner centered teaching that encourages them to participate, reflect and be familiar with the professional practice. Modern research has found that the success of a translation program is the result of effective translation instructors. For instance, Huang and Napier (2015) found that both students and teachers valued instructors who demonstrate adequate translation knowledge, employ motivating translation teaching methods, give constructive feedback and encourage students' independent learning .In a similar vein, Huang (2010) reported that effective teachers are those who demonstrate positive personal qualities, being responsible , having a high level of enthusiasm, patience and subject expertise while supporting students' communication and learner autonomy. Such findings emphasize the important role of translation instructors to act as facilitators who guide students through translation rather than error evaluators or classroom controllers. As a result, evaluating students' perceptions of translation instructors' teaching practices is of great importance, contributing to the development of translation education quality.

Previous research in translation education has focused on exploring teaching practices, assessment methods, teaching effectiveness and students' learning strategies. However, some research findings indicate that many issues remain challenging when implementing effective translation program. Many research studies on translation found major challenges and limited assessment criteria when evaluating translation teaching practices (Firoozkoobi et al., (2012; Waddington, 2001). Research conducted in the area of teacher effectiveness found that successful translation instructors are those who integrate both professional expertise within their learner-centered teaching approach, providing constructive feedback and encourage student independent learning (Huang, 2010, Huang and Napier, 2015). Recent research has also stressed the need for incorporating practical training in the

translation education program by linking university education to professional practice (Calvo,E. 2011; Li et al 2023; Han, 2024). Despite the contributing role of these research findings, most research has been conducted in vocational contexts or contexts outside the Libyan setting, leaving almost little evidence on investigating students' perceptions of translation teaching practices, effectiveness of the translation teaching program, the availability of practical training and interpreting as well as the quality of the translation curriculum. Therefore, this research gap calls for the need for further investigation at the higher education level in Libya.

3.Methodology

3.1. Research Design

The study adopted a descriptive mixed-method design. Quantitative data were collected through a closed-ended questionnaire and used descriptive and inferential statistics. Qualitative data were obtained through open-ended questions in the same instrument and analyzed thematically. This method of combining quantitative and qualitative methods offers researchers a deeper understanding of students' perceptions than either approach alone (Creswell & Plano Clark, 2018).

3.2. Research Setting and Participants

This study was conducted in the Department of English, Faculty of Education-Tripoli, University of Tripoli, Libya. The participants were 43 female undergraduate EFL students enrolled in the seventh and final semesters. All participants were taking a translation course as part of their English language curriculum. The study employed a purposive sampling technique to collect data on participants' gender, academic semester and self-reported English language proficiency.

3.3. Research Instrument

The researcher-developed questionnaire was based on the literature on translation pedagogy, teaching practices, curriculum development, practical training, professional competence and translation education. It consisted of three sections. Section (A) included demographic information regarding students' gender, academic semester and English proficiency. Section (B) contained 25 closed-ended statements covering four dimensions and measured on a five point Likert scale ranging from (1) Strongly Disagree to

(5) Strongly Agree. According to this scale, higher means represent stronger agreement. Section (C) included 3 open-ended questions to identify the strengths and weaknesses of the current translation program and recommendations for improvement.

3.4. Validity

To ensure content validity, the questionnaire was reviewed by language experts and specialists in translation studies. Based on their comments, some items were revised to improve clarity, wording, and alignment with the objectives of the study. A final step was to pilot the instrument with six students who had characteristics similar to the target population and minor revisions were made accordingly. These procedures provided a basis for assessing the questionnaire's clarity and content relevance.

3.5. Reliability

To ensure the internal consistency of the questionnaire, Cronbach's alpha analysis was conducted yielding a coefficient of ($\alpha=.820$) for the 25 closed ended items, which indicates good internal consistency for this descriptive study. This result confirms that the questionnaire instrument measured students' perceptions of translation teaching practices.

3.6. Data Collection

The questionnaire was administered online through Google forms and all participants were informed about the purpose of the study. The students' participation was voluntary, the confidentiality of their responses was maintained and they had the right to withdraw at any stage without academic consequences. Only 43 questionnaires were received and were reviewed for completeness before the data were coded for analysis.

3.7. Data Analysis

Quantitative data were coded from 1 to 5 and analyzed using descriptive statistics including means and standard deviations. Item rankings were based on descending mean values. A guide was used to interpret the data, in which 1.00-1.80 represents very low agreement, 1.81 -2.60 low agreements, 2.61-3.40 moderate agreement, 3.41-4.20 high agreement and 4.21-5.00 very high agreement.

To determine whether the overall program evaluations varied according to English proficiency, a one-way ANOVA analysis of variance was conducted

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using the mean of items 21-25 as a dependent variable. Pearson product correlations were also conducted to determine the relationships among the four dimensions of the questionnaire. The significance level at achieved at $p < .05$.

The data obtained from the open-ended questions were analyzed thematically. The analysis involved reading the participants' responses repeatedly, identifying meaningful statements, assigning initial coding, allocating related codes into broader categories, reviewing these categories against the original responses and organizing the final categories into three main themes: strengths, weaknesses and recommendations. Qualitative findings were compared with the quantitative results to identify any areas of convergence and complementarity.

4. Findings

4.1 Participants' Demographic Information

Table 4.1: Demographic information of the participants according to gender, academic semester and English proficiency.

Variables	Categories	Frequencies	Percentages %
Gender	Male	0	0.0
	Female	43	100.0
Academic semester	7 th semester	21	48.8
	Final semester	22	51.2
English proficiency	Very good	8	18.6
	Good	28	65.1
	Average	7	16.3
	Weak	0	0.0
Total		43	100.0

The sample of this study included 43 undergraduate EFL students enrolled in the department of English at Faculty of Education-Tripoli, University of Tripoli. All participants were females (100%). Almost half of them, 22 students, were in the final academic semester ,accounting for (51.2%), while the remainder, 21 students, were in the seventh semester ,representing (48.8%) of the sample, which indicates that they had completed most of the translation courses as part of their translation curriculum. The majority of

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the participants (N=28, 65.1%) rated their English proficiency as good, followed by those who reported a very good level (N=8, 18.6%), and those who considered their English proficiency (N=7, 16.3%). However, none of the participants reported a weak level of English proficiency. Overall, the respondents possessed adequate academic and linguistic background to evaluate the translation teaching practices and translation curriculum implementation.

4.2 Translation Teaching Methods

Table 4.2: Translation teaching methods

Item	Statement	Mean	SD	Rank
1	The current translation courses mainly concentrate on grammar and vocabulary development.	3.70	0.83	16
2	Modern teaching approaches and communicative teaching methods are applied in translation classes.	3.51	0.96	20
3	Translation activities contribute to improving my practical translation abilities.	4.00	0.93	11
4	Greater emphasis should be placed on oral translation and interpretation skills.	4.26	0.85	3
5	Collaborative and group translation activities are beneficial for learning.	4.35	0.72	1
6	Translation courses should include authentic and real-world translation tasks.	4.21	0.74	4
Overall		4.01	0.84	

Table 4.2 above summarizes the students' perceptions towards the translation teaching methods used. Overall, students' responses reveal a positive evaluation of translation teaching methods with an overall mean score of (M=4.01), reflecting their general agreement with the translation teaching methods employed.

The highest rated statement recorded was collaborative and group translation activities (M=4.35, SD=0.72). The second highest statement was greater emphasis on oral translation and interpretation (M=4.26, SD=0.85), followed by the need to include authentic and real- world translation tasks

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($M=4.21$, $SD=0.74$), suggesting that students strongly favor practical and interactive learning experiences. Participants also agreed that translation activities contribute to their practical translation development ($M=4.00$, $SD=0.93$).

The two relatively lower means concerned grammar and vocabulary ($M=3.70$, $SD=0.83$), indicating a continued emphasis on traditional translation instruction and the use of modern teaching approaches and communicative teaching methods ($M=3.51$, $SD=0.96$), indicating that students were less convinced about the use of contemporary teaching practices in their translation courses.

Overall, the findings suggest that students value translation teaching methods that are authentic, practical and collaborative while indicating their need for integrating modern communicative teaching methods and oral interpretation in the translation curriculum.

4.3 Translation Instructors' Teaching Practices

Table 4.3: Translation instructors' teaching practices

Item	Statement	Mean	SD	Rank
7	Translation instructors present translation concepts in a clear and understandable way.	4.02	0.64	9
8	Translation instructors provide constructive comments and feedback on translation assignments.	3.79	0.86	14
9	Translation instructors encourage classroom interaction and student participation.	4.02	0.80	9
10	Translation instructors frequently use practical examples in teaching translation.	3.93	0.80	12
Overall		3.94	0.78	

Table 4.3 shows that students generally reported high agreement regarding translation instructors' teaching practices with an overall mean of ($M=3.94$, $SD=0.78$). The highest items were instructors' clear explanation of translation concepts with mean score of (4.02 , $SD=0.64$), followed by instructors' encouragement for classroom interaction and student participation ($M=4.02$, $SD=0.80$), indicating that instructors generally

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integrate an engaging and participatory classroom learning environment. However, the lowest rated item in this dimension was instructor's constructive feedback on translation assignments ($M=3.79$, $SD=0.86$), indicating that feedback is provided and more comprehensive, timely and individual feedback could further support their translation skills. Overall, the findings indicate that translation instructors are perceived as knowledgeable and supportive in explaining translation concepts, promoting participation, and using practical examples during translation instruction. However, improving formative assessment and giving more detailed feedback on translation assignments could further enhance students' translation skills.

4.4. Curriculum and Practical Training

Table 4.4: Curriculum and practical training

Item	Statement	Mean	SD	Rank
11	The current translation syllabus is properly structured and well organized.	3.72	0.80	15
12	The current translation courses address students' academic and professional needs.	3.42	0.93	22
13	Additional credit hours are needed and should be allocated to translation courses.	3.86	1.01	13
14	Interpretation is adequately incorporated into the current curriculum.	3.33	1.11	24
15	Translation instructors offer sufficient training in oral translation and interpretation.	3.49	1.03	21
16	Interpretation activities contribute to improving communication skills.	4.19	0.79	5
17	Translation courses should be introduced earlier in the academic translation program.	4.07	0.80	7
18	Students are given opportunities to engage in real-life translation and interpretation tasks.	3.37	1.02	23
19	Group translation activities enhance the learning process.	4.05	0.69	8
20	The existing curriculum achieves an effective balance between theory and practice.	3.65	0.92	18
Overall		3.72	0.91	

Table 4.4 shows the findings on the translation curriculum and practical training and reveals a more differentiated pattern than the findings on teaching methods. Students generally reported general agreement with translation curriculum and practical training, with an overall mean score of ($M=3.72$, $SD=0.91$), there were mixed responses.

The highest rated items were interpretation activities contributing to improve communication skills ($M=4.19$, $SD= 0.79$), followed by translation courses should be introduced earlier in the academic program ($M=4.07$, $SD =0.80$). Group translation activities ($M=4.05$, $SD= 0.69$) indicating both the importance of practical translation to improve communication skills and that the earlier exposure to translation would support the gradual development of translation skills throughout their studies.

However, lower mean scores were also found for the adequacy of interpretation in the curriculum ($M=3.33$, $SD=1.11$), followed by opportunities for real-life translation and interpretation tasks ($M=3.37$, $SD 1.02$), falling with the moderate level of agreement. Each of which represents a relatively weak area in the program as they both results refer to a perceived gap between the existence of translation courses and the extent to which such courses offer authentic professional preparation.

4.5. Students' Overall Evaluation of the Translation Program.

Table 4.5: Students' overall evaluation of the translation program

Item	Statement	Mean	SD	Rank
21	I am generally satisfied with the current translation program.	3.65	0.87	18
22	The teaching methods used in translation courses require improvement.	3.70	1.01	16
23	Practical translation activities should be given more emphasis.	4.14	0.74	6
24	Translation students need more detailed feedback on their translation tasks and assignments.	4.33	0.64	2
25	Translation students' views and suggestions should be considered when designing the translation syllabus.	3.12	1.29	25
Overall		3.79	0.91	

Table 4.5 above shows students' agreement with the overall evaluation of the translation program with an overall mean score of ($M=3.79$, $SD=0.91$). The respondents' responses were generally positive while indicating clear priorities requiring improvement. The highest rated item was the need for more detailed feedback on translation assignments ($M=4.33$, $SD=0.64$), indicating the role of constructive feedback for developing students' translation skills, followed by the need to place greater emphasis on practical translation activities ($M=4.14$, $SD=0.74$), indicating the importance of practice oriented learning. However, the lowest rated item was considering translation students' views when designing the translation syllabus ($M=3.12$, $SD=1.29$), indicating their needs to be involved in translation curriculum development. Overall, findings suggest general agreement reported among students within the current translation program, but advocate for more detailed and constructive feedback, more practical training, more practical translation activities and better teaching methods and a more learner-centered translation curriculum that further enhance their academic and professional needs.

4.6 Results of the Overall Dimensions

Table 4.6: Results of the overall dimensions

Rank	Dimension	NO of items	Mean	SD	Level
1	Translation teaching methods	6	4.01	0.44	High
2	Translation instructors' teaching practices	4	3.94	0.78	High
3	Students' overall evaluation	5	3.79	0.40	High
4	Curriculum and practical training	10	3.72	0.91	High
Overall		25	3.83	0.37	High

Table 4.6 summarizes the overall findings of the four dimensions. Across the four dimensions, translation teaching methods received the highest mean score ($M=4.01$, $SD=0.44$), followed by instructors' teaching practices ($M=3.94$, $SD=0.78$).

However, curriculum and practical training achieved the lowest mean scores among the four dimensions of ($M=3.72$, $SD=0.91$), suggesting that students view their need for integrating interpretation, authentic materials, practical training and a stronger balance between theory and practice.

The overall mean of the questionnaire was recorded at ($M=3.83$, $SD=0.37$), which indicates a high level of agreement suggesting that students generally perceive the program positively, but lower scores of curriculum and practical training identify the main area requiring improvement.

4.7 Inferential Statistical Analysis

4.7.1 One-Way (ANOVA)

This analysis was conducted to determine whether students' overall evaluations of the translation program varied according to their English language proficiency.

Table 4.7

Source of variation	Sum of squares	Df	Mean Square	F	P-Value	Decision
Between groups	0.224	2	0.112	1.50	.236	Not significant
Within groups	2.986	40	0.075			
Total	3.210	42				

The groups consisted of 7 students with average proficiency, 28 with a good proficiency level and 8 with very good English proficiency.

The ANOVA analysis revealed no statistically significant difference among the three groups, $F(2, 40) = 1.50$, $p = .236$. Therefore, the null hypothesis was supported at the .05 significance level. The group means were 3.85 for the average proficiency group, 3.79 for the good proficiency group and 4.04 for the very good proficiency group. This result indicates that students with different proficiency levels held similar perceptions of the translation program.

4.7.2. Pearson Correlation Analysis

This analysis was conducted to examine the relationships among the four dimensions of the questionnaire: translation teaching methods, translation instructors' teaching practices, curriculum and practical training and overall evaluation of the translation program.

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Table 4.8

Pearson correlation Matrix among the questionnaire dimensions (N=43)

Variables	Variables	r	P	Interpretation
Teaching methods	Instructors' practices	0.638	<.001	Significant positive
Teaching methods	Curriculum/practical training	0.651	<.001	Significant positive
Teaching methods	Overall evaluation	0.159	0.309	Not significant
Instructors' practices	Curriculum/practical training	0.61	<.001	Significant positive
Instructors' practices	Overall evaluation	0.008	0.957	Not significant
Curriculum/practical training	Overall evaluation	0.115	0.464	Not significant

The analysis of correlation revealed three statistically significant positive relationships. Translation teaching methods were positively related to instructors' teaching practices ($r = .638$, $p < .001$) and to curriculum and practical training ($r = .651$, $p < .001$). Instructors' teaching practices were also positively related to curriculum and practical training ($r = .610$, $p < .001$). These three relationships indicate that students who perceived classroom methods more positively also tended to view instructors' teaching practices and curriculum and practical training more positively. However, the correlations between the overall evaluation and teaching methods ($r = .159$, $p = .309$), instructors' teaching practices ($r = .008$, $p = .957$), and curriculum and practical training ($r = .115$, $p = .464$) were not statistically significant.

4.8 Qualitative Findings

The three open- ended questions generated three broader themes: (1) strengths of the translation program, (2) weaknesses of the translation program, and (3) recommendations for improvement. These three themes complemented the quantitative findings by explaining why students valued certain aspects of the translation program and why they considered practical reparation and feedback aspects require further improvement.

4.8 1. Theme one: Strengths of the Translation Program.

Students identified several major aspects of the translation program, such as instructor quality, practical classroom work, language development and the foundation provided by translation courses. A number of participants

referred to the frequency of the translation practice and the role of instructors contributing to learning.

Examples of participants' comments include:

Participant 1 mentioned: "We practice translation in almost every lecture".

Participant 4 explained: "The main strengths of the translation course program are good teachers, practical translation exercises and improving language skills.

Participant 6 reported: "The program provides a good foundation in translation principles".

Participant 7 wrote: "The program offers a balance between language learning and translation practice".

Participant 8 answered: "The qualified instructors, the variety of translation courses, and the practical translation activities help students improve their language skills and develop translation techniques".

These comments therefore support the quantitative finding that instructors and teaching methods were among the strongest dimensions. They also indicate that students understand the importance of translation as a means of strengthening language proficiency and practical skills.

4.8 2. Theme Two: Weaknesses of the Translation Program.

The most consistent weaknesses in the translation program were limited practical translation training, insufficient interpretation opportunities, inadequate feedback on assignments, limited workshops and limited access to modern translation technologies and authentic projects.

Examples of the participants' comments include:

Participant 1 wrote: "We do not receive detailed feedback on our translations, which makes it difficult to improve our performance".

Participant 2 mentioned: "There is not enough focus on practical aspects".

Participant 4 reported: "The major weaknesses are limited practical training, few translation workshops and not enough modern translation tools".

Participant 6 answered: "Students have few opportunities to work on real translation projects".

Participant 8 wrote: "There is limited practical training, little exposure to modern translation technologies and insufficient focus on real- life translation projects".

These responses closely correspond to the quantitative findings, which show lower ratings for interpretation training, authentic translation materials and curriculum relevance to their professional needs. The qualitative finding therefore provides contextual support for interpreting the weaker curriculum-related results.

4.8 3. Theme Three: Recommendations for Improvement.

Students proposed several recommendations including increasing practical activities, providing workshops and internships, introducing translation technologies, strengthening interpretation training, and developing stronger connections with professional translation institutions.

Examples of participants' comments include:

Participant 1 proposed: "The program should include more practical, varied and real-world translation activities".

Participant 2 wrote: "Organize more practical activities".

Participant 4 suggested: "The program should provide more practical training, more translation workshops and more translation tools".

Participant 6 reported: "Organize internships and real translation projects".

Participant 8 wrote: "The program should include training in CAT tools, offer more specialized translation courses increase opportunities for practice and enhance collaboration with professional translation institutions".

These recommendations indicate that students do not complain about the existing program; rather, they need to improve it by providing greater authentic materials, practice, and use of technology, professional exposure and constructive feedback. This dimension is significant because the quantitative findings also show relatively positive overall views alongside clear needs for the program development.

5. Discussion

5.1. Discussion of Research Question One

The first research question examined the EFL students' perceptions of the translation teaching methods used in translation courses. The findings indicate a generally high level of agreement among students with the dimension mean reaching ($M=4.01$). Students especially valued those concerning collaborative translation activities, authentic translation tasks

and a greater focus on oral translation and interpretation. These findings suggest that students link effective translation learning to opportunities to participate actively rather than relying largely on explanation and theoretical knowledge.

The strong finding concerning collaborative learning is in alignment with Kiraly's (2000) social constructivist approach which places learners at the center of meaningful translation activity. Similarly, Kelly (2005) argues that translation education should aim to improve students' professional, intercultural and strategic skills through experiential learning and active engagement. Such findings therefore suggest that students' favorite learning experiences broadly align with the modern approaches on translation pedagogy.

At the same time, the lower mean scores regarding the use of contemporary communicative teaching methods indicates that students may view a need for more systematic implementation of learner-centered techniques, although the finding does not imply that communicative methods are not used or absent. Rather, these lower mean scores compared with collaborative and authentic task statements suggest that their application may be less visible or less consistent according to the students' perceptions. This issue is supported by the view of Calvo (2011) who argues that translation curricula should be organized around the competencies students need to develop rather than around theoretical knowledge alone.

5.2 Discussion of Research Question Two

The second research question examined students' evaluations translation instructors' teaching practices. The mean score of ($M=3.94$) indicates generally positive views among students. Students particularly valued their instructors' clear explanations of translation concepts, encouraging classroom interaction and use of practical examples. These findings are consistent with Huang (2010) who found that effective translation instructors' practices were identified in subject expertise, enthusiasm, responsibility and their abilities to encourage students. These findings are also consistent with the findings of Huang and Napier (2015) who reported students' appreciation of their instructors' practices to combine professional

knowledge and expertise with learner centered teaching practices and classroom interaction.

Nevertheless, feedback received the lowest mean score within the instructor dimension; this finding is particularly meaningful when combined with the qualitative finding, where students clearly stated that they did not always receive detailed feedback on their translation assignments. Feedback is not only an additional teaching activity, rather, it is part of the teaching process through which students learn to evaluate their work, identify errors, review texts, and build professional judgment. This finding supports the results of Firoozkoobi et al (2012) and Waddington (2001), who emphasized the role of clear assessment criteria and feedback in improving students' translation performance.

5. Discussion of Research Question Three

The third research question addressed the effectiveness of the translation curriculum and practical training. This dimension received the lowest overall mean of the four dimensions while remaining within the high level of agreement. The pattern is important as some individual items fell to moderate agreement, especially the adequacy of interpretation in the curriculum and opportunities for real-life translation and interpretation tasks.

Students' views indicate a gap between academic classroom instruction and the demands of professional translation practice. This finding is consistent with Kelly (2005) who argues that translation teaching should balance between theoretical knowledge and practical experience in order to gain professional translation skills, and with Calvo, (2011), who emphasizes the importance of organizing the curricula around translator competencies.

The highest rated mean score concerning the importance of interpretation activities to improve communication skills is also noteworthy. Students seem to understand the value of interpretation, though they do not view it as incorporated enough into the translation curriculum. This integration suggests that students' need for interpretation is based on some perceived learning benefits rather than a preference for an additional component in the course content.

5.4 Discussion of Research Question Four

The fourth research question examined students' overall evaluations of the translation program and their recommendations. The overall mean score of ($M=3.79$) indicates a generally positive evaluation perceived by students.

However, the highest rated responses were the need for detailed feedback and greater emphasis on practical translation activities. This connection of satisfaction and need for improvement suggest that students view the program as useful but inadequate in relation to their practical and professional demands.

Qualitative findings provide further explanation. Students perceived instructors as good, regular translation practice, and language development as strengths, while at the same time reported limited practical activities, insufficient workshops, and limited access to technology use and insufficient opportunities for authentic projects. These results are supported by Pym (2014) who argues that translation education should equip students with professional knowledge in order to meet the demands of their future profession. This finding is also supported by Kelly (2005) and the EMT framework (2017) stressing that translation education should reflect professional workplace realities.

6. Conclusion

This research study investigated the EFL students' perceptions of translation teaching practices at Faculty of Education, University of Tripoli in Libya. Using quantitative questionnaire data and qualitative responses from 43 female undergraduate students, the study examined the teaching methods, translation instructors' teaching practices, curriculum quality, practical training and the overall evaluation of the program implemented.

The findings reveal a positive level of consensus among students who valued collaborative learning, practical translation activities, authentic tasks, clear instructors' explanations, classroom interaction and the role of interpretation in developing communication skills.

At the same time, students identified a number of program areas which require further improvement. These include more detailed feedback on their translation assignments, greater emphasis on practical translation, more authentic translation tasks, more workshops and internships, integration of

interpretation, access to translation technology uses and considering students' views in curriculum development.

Moreover, the quantitative analysis revealed no statistically significant difference in overall program evaluation according to English proficiency. The correlation analysis showed significant positive relationships among teaching methods, instructors' practices and curriculum/practical training, but not between these dimensions and the overall evaluation dimension. These findings should be interpreted within the limitations of the study, especially its small sample size and reliance on self-reported perceptions.

Overall, although the findings demonstrate that the existing translation program offers a considerable linguistic foundation, it still needs a better balance between theoretical knowledge and practical application. Therefore, integrating a more practice oriented curriculum supported by authentic translation practice, interpretation training, professional collaboration, constructive feedback and student involvement in the curriculum development could improve the quality of the translation program and prepare prospective translators for their professional translation career.

Recommendations:

According to the findings of the study, the following recommendations are proposed:

1. Offering practical translation training that integrates authentic materials and real-world professional projects.
2. Assigning more oral translation workshops and interpretation practice through classroom instruction and interactive communication activities.
3. Employing more learner-centered teaching approaches through incorporating translation projects, peer reflection, group discussion and problem-solving activities.
4. Providing more detailed feedback by giving students constructive comments on their translation work and assignments.
5. Reforming the current translation curriculum by balancing theoretical knowledge and practical training.

6. Introducing translation technology, such as machine translation devices, electronic dictionaries, computer-assisted translation CAT tools and AI technology into their translation program.

7. Considering students' needs when designing and evaluating the translation curriculum.

8. Increasing more opportunities for developing students' professional competence through real-life translation activities in translation institutions.

Suggestions for Future Research

Future research should aim to investigate translation students' and instructors' perceptions of the effectiveness of using Artificial Intelligence (AI) in enhancing translation education in Libyan universities.

Longitudinal research could further examine whether increased practical training. Professional placements and technology-supported learning produce measurable shifts in translation competence and employability.

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