Undergraduate Translation Courses: Students' Perceptions at Prince Sattam Universities

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Abstract—The primary goal of this research was to investigate students' perceptions of translation classes in the English language department at Prince Sattam bin Abdulaziz University. The obtained data underwent fundamental analysis to determine students' concerns and identify components needing alteration to align with their learning objectives. According to the study, students developed an intellectual inclination, focused on recent discoveries, and were motivated to learn more about translation. They comprehended the course's learning objectives, believed it enhanced their professional development, and found it to meet their expectations. Students gained knowledge of translation concerns and key concepts, along with proficiency in translation processes and problem-solving techniques. According to students, the course was thorough, with an appropriate workload, fair evaluation, clear test requirements, and valuable feedback. They appreciated open communication, interaction with tutors, and collaborative problem-solving in translation challenges. The study suggests investigating students' impressions of web-based distance learning courses and how these attitudes evolve during translation courses. Recommendations include faculty training and incentives to participate. This training would assist instructors in becoming more familiar with the material and building effective teaching strategies. It would also guide academics in applying their own research and/or clinical practice, serving as a model for students' reflective practice. It is recommended that students hear from graduates currently applying this knowledge. Finally, future research may focus on translation programs at other universities in Saudi Arabia.

Index Terms—translation, English language, Qiyas, Prince Sattam bin Abdulaziz University

I. INTRODUCTION

Translation is a valuable skill for English language students, especially those who do not intend to become English language instructors. Students must be able to transfer sentences from the source language to the target language without affecting their meaning (Ardi, 2012). Fluency in two languages does not automatically qualify a person as a translator. English departments incorporate translation courses into their curricula to help students develop this skill. Subsequently, this competency can be applied as a fundamental talent for students seeking a job as a translator or starting their own translation firm.

Translation education aims to provide students with the information and abilities necessary to translate a text from a source language to a target language; these knowledge and skills are referred to as translation competence (Hilmi & Safitri, 2022). The Process of Acquisition of Translation Competence and Evaluation established a model of translation competence that includes five sub-competencies as well as psycho-physiological components (PACTE, 2003).

Translation is a subject that not only provides English majors with methods and skills but also an understanding of the pitfalls that must be avoided when translating. Translation is also a required course in the English curriculum of several Saudi universities, notably Prince Sattam University. On the one hand, it was discovered that after finishing this subject, students had varying perceptions of the effectiveness of learning and implementing translation information (Ly, 2022). On the other hand, lecturers who teach translation seek relevant feedback from students to self-reflect on their teaching practices. The primary goal of this research is to explore students' perceptions of translation courses in the English language program at Prince Sattam bin Abdulaziz University. Fundamental analysis is performed on the acquired data to assess the students' challenges and identify components that need to be altered to suit their learning goals.

Research Questions:
1. Are the translation courses taken by students in the English department at Prince Sattam University sufficient to master translation?
2. Are the translation courses offered by the English Department at Prince Sattam University compliant with Saudi labor market requirements?

3. What are the students' perceptions of translation courses in the English language program at Prince Sattam bin Abdulaziz University?"

II. LITERATURE REVIEW

A. Students Perception on Translation

According to research, student perceptions are crucial elements in student behavior and may be used to build a teaching style that optimizes learning results. Pupils' perspectives indicate how, why, and what they learn. The goal of this study, as indicated earlier, is to explore students' perceptions of translation courses. Investigating student perspective is deemed critical in EFL instruction, as per Flórez et al. (2012). Students had varying perspectives about the course, its content and aims, its level of difficulty, the time students invested in the course, adults' learning, and the role of the instructor. Wang (2009) discovered both parallels and variations in teacher and student opinions on the role of fluency and accuracy in language teaching and learning. Wang also suggests that translation is a helpful technique for learning and proposes the implementation of additional translation tasks.

B. Problems in Incorporating Translation Into Non-Translation Class

The exploration of students' perceptions also delved into the question of whether translation proves beneficial in non-translation classes and whether students find motivation to learn it when aware of its advantages. Research indicates that introducing translation to students in a non-translation class can pose a significant challenge. Larson (1986) emphasized that students simultaneously grappling with the target language face two primary issues. First, understanding how to address translation-related problems is not equivalent to mastering the language itself, even though these aspects are interconnected. Second, alongside mastering the translation technique, the careful selection of the instructional translation method becomes crucial. In line with this educational perspective, Vermes (2010) suggested that distinguishing pedagogical from practical translation, considering function, object, and addressee, is a crucial criterion for deeming translation a viable instructional tool. In its functional aspect, instructional translation primarily acts as a tool to augment students' proficiency in their second language (L2).

C. Emphasizing the Benefit of Translation

Translation can be considered the fifth fundamental language skill, alongside listening, speaking, reading, and writing. It is suggested to be integrated into specific stages of language instruction. According to Ross (2000), translation is the most vital social skill as it facilitates communication and understanding between individuals who are strangers to each other. However, there is a belief held by some that translating skills are innate and cannot be acquired, let alone taught. They argue that certain individuals are inherently equipped to communicate in multiple languages and thus become proficient translators or interpreters.

Contrary to this view, Tisgam (2009) contends that translation is indeed teachable, being a craft like any other. Educators who hold this perspective should guide their students in understanding the nature of translation and recognizing the importance of incorporating translation theories into the honing of their translation abilities. It is crucial for these teachers to be aware that neglecting these criteria can result in students feeling confused, unmotivated, and disinterested in the program. The primary objective of translation education should be to train and prepare skilled professionals who can effectively make a living from their studies, instilling in students a sense of responsibility for the act of translating and its value.

Popovic (2001) suggests that the goal of classroom translation instruction is to help learners enhance their understanding of English, rather than to train specialists. In essence, it serves as a means to an end, rather than an end in itself. Nevertheless, some students may progress to become translators, and the foundational understanding of translation acquired in the classroom can serve as a solid basis for developing translation skills. Teachers should ensure that students actively practice translating while participating in a translation course.

It is imperative that a translation course aims to develop students' comprehension of the nature and significance of translation, arising from the interaction between their mother tongue and the foreign language while seeking meaning equivalence. The course should also contribute to expanding students' proficiency in both the mother tongue and the foreign language. The benefits of translation for L2 learning are underscored by Calis and Dikilitas (2012) who demonstrated through research that translation activities are not intended to prepare individuals for a career as top-tier translators but rather to enhance foreign language acquisition.

Kelly and Bruen (2015) noted the role of translation in vocabulary formation, and according to Ivone (2005), translation is the default method of vocabulary learning for English learners. It is an effective tool for teaching and learning that can complement existing pedagogical techniques as part of an eclectic approach to language instruction. Scholars have pointed out that through translation, students can enhance their understanding of the L2, primarily through contrastive analysis, and that language acquisition can be facilitated by interference between the L1 and the FL (Aquado & Solís-Becerra, 2013).

D. Student Motivation

As motivation is acknowledged as a pivotal factor influencing success, the researchers investigated activities perceived as crucial by students for researchers to discern their desires. This information serves as the groundwork for teachers to formulate an effective course design. According to Littlewood (1987), in EFL learning, akin to all domains of human learning, motivation is the central element that dictates whether a student initiates a task, the level of effort invested, and the duration of perseverance. Motivation is a intricate phenomenon with multiple components, including the individual's drive, the need for achievement and success, curiosity, the craving for stimulation and new experiences, and more. These elements manifest in various learning situations. When teachers introduce a new learning activity and encourage student initiative, Reeve (2009) contends that nurturing inner motivating resources becomes crucial. Both internal and external factors, capable of initiating, sustaining, enhancing, or discouraging behavior, contribute to student motivation (Siregar, 2018).

E. Teaching Translation Courses Online

In the past decade, the landscape of translation activity has undergone significant changes (Robinson et al., 2017). The progress of technology has introduced innovative approaches to aid in translation training, streamline translation workflows, and advance translation research. The rapid development of technology necessitates fresh methods for translation training and preparation (Shiyab, 2017). As noted by Dorothy (2007), Garcia (2013), and Roziner and Shlesinger (2010), technological innovation has impacts on translation at various levels, affecting workplaces and educational institutions alike. Traditionally, translation education relied on face-to-face interactions, where the translation faculty conveyed information directly to the learner. However, technology has not only influenced the working environment but has also transformed instructional techniques, leading to the transition from face-to-face to online translation instruction.

According to Gorozhanov et al. (2018) and Bromberg and Irina (2010), teaching translation online involves compliance with norms and rules of social interaction in the virtual environment. It recognizes the tutor as an expert in the theory and practice of translation, serving as a mediator between the student and the virtual environment. Furthermore, it requires the availability of communication channels for regular interpersonal contact between the tutor and the student for experience sharing.

Gorozhanov et al. (2018) conducted a translation course where students practiced translating original BBC articles. They recommended that students translate the article and then engage in a video conference with their instructor to discuss errors and strategies for improvement. The study found that online translation training serves as a valuable method for experts to upgrade their knowledge and enhance their practical work experience.

However, challenges exist, as noted by Al-Batineh et al. (2021) and Baker (2011), who highlighted the difficulty in developing translation assignments resembling real-life situations due to the lack of eLearning platforms for translation. Jirava's (2004) software was proposed in their research, advocating for the construction of e-learning software designed for translator-training purposes.

Felege and Olson (2015) investigated faculty perceptions of online education. They found that instructors with prior experience in online teaching were more likely to hold a favorable opinion of online education. The study also demonstrated that online teaching and its associated responsibilities demand more time than traditional instruction (Almahasees & Qassem, 2021).

F. Description of Translation Courses at Sattam University

Some courses are offered in undergraduate degree at Prince Sattam Bin Abdulaziz University, including the following:

(a). Course Title: Introduction to Translation

The course serves as an introductory gateway to the field and science of translation. Over the semester, English Language students will explore various translation methods, delve into the meaning and essence of translation, and address potential challenges that novice translators may encounter. This course is designed for level 3 students, aiming to equip them with the ability to articulate the term "translation" and differentiate between literal and free translation, supported by thorough explanations. The anticipated learning outcomes for this course include:
1. Define translation.
2. Identify the characteristics of a proficient translator.
3. Recognize translation errors related to grammar.
4. Articulate the criteria for high-quality translation.
5. Differentiate between various styles of translation.
6. Discern the proper structure of a text when transferring it from one language to another.
7. Explain different methods of translation.
8. Execute the translation of short passages accurately.
9. Implement translation methods that align with the purpose and audience.
10. Collaborate with peers to examine and discuss differences in translation.
11. Evaluate translated texts through group discussions among peers and with the teacher to draw

(b). Course Title: Translation From English Into Arabic

This advanced translation course aims to enhance students' proficiency in translating from English to Arabic, focusing on challenges arising from cultural specificity, syntactic ambiguity, and stylistic diversity. Translation topics span law, politics, and media, with an emphasis on achieving equivalence in the translated text. Students will tackle stylistic, syntactic, cultural, terminological, and technical issues inherent in the English-Arabic translation process. Additionally, the course introduces students to translation theory, providing a foundation for analyzing texts across different genres based on their syntactic structure, stylistic formation, and cognitive orientation. The learning outcomes for this course encompass:

1. Define key concepts in translation studies, emphasizing inter-semiotic, intra-lingual, and inter-lingual translation.
2. Identify distinctive features of texts in various registers.
3. Describe potential equivalents for a given text, considering its nature.
4. Differentiate between literal, free, and communicative translation techniques and strategies.
5. Compare English (Source Language, SL) and Arabic (Target Language, TL) at different linguistic levels.
6. Recognize socio-cultural factors influencing the transfer of texts from English to Arabic.
7. Propose practical solutions to enhance intelligibility during the translation process.
8. Apply knowledge of translation techniques and strategies to translate texts across registers with varying difficulties and styles.
9. Utilize syntactic, morphological, lexical, and stylistic variations for conveying different meanings in written and spoken communications.
10. Implement effective practical solutions to translation issues in group projects.
11. Design comprehensive checklists for editing and proofreading texts, considering textual and contextual clues.
12. Demonstrate soft skills in information retrieval from online dictionaries, thesauruses, and encyclopedias.

(c). Course Title: Translation From Arabic Into English

This course serves as an introduction to fundamental techniques in translating from Arabic to English. Translation topics from Arabic will progressively become more diverse and challenging, encompassing areas such as economics, law, international relations, and literary and religious texts. Students will be trained to produce clear translations that remain faithful to the original Arabic text and are accurately expressed in English as the target language. The course will also address and resolve stylistic, syntactic, cultural, terminological, and technical challenges encountered in the Arabic-English translation process. Practical aspects of translation will also be discussed. The anticipated learning outcomes for this course include:

1. Identify cross-cultural differences between Arabic (SL) and English (TL).
2. Recall effective theories, techniques, and strategies of Arabic-English translation.
3. Enumerate factors influencing Arabic-English translation.
4. Distinguish different concepts and notions in Arabic-English translation.
5. Differentiate between Arabic-English translation theory and practice.
6. Compare various types of Arabic-English source and target texts.
7. Undertake error analysis of different Arabic-English translated texts.
8. Perform Arabic-English translation ethically and faithfully in real-life situations.
9. Utilize machine translators in translation activities with human intervention.

Graduates of this course are expected to possess the skills to translate and interpret texts between Arabic and English, critically examine current translation theories, and apply this understanding to produce high-quality translations. They should also develop proficiency in various translation techniques, including transference, cultural equivalence, functional equivalence, transposition, and the ability to evaluate the merits and drawbacks of these techniques.

TABLE 1
COMPARISON OF LEARNING OUTCOMES BETWEEN QIYAS, PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY, AND KING KHALID UNIVERSITY

Learning outcomes as identified by Qiyas	Course Title	Prince Sattam bin Abdulaziz University	Course Title	King Khalid University
Recognize the basic principles of translation.	Introduction to Translation	Define translation	Translation 1	Define translation in the broad sense
Identify the key characteristics needed in a good translation.		Identify the characteristics of a good translator		Discuss the way of translating short sentences and proverbs with a focus on meaning
Develop some awareness of some of the problems related to translation.		Identify some translation errors related to grammar		Identify translation problems and how to solve them
Distinguish between the major theoretical issues involved in the process of translation.		State the criteria for good translation		Recognize new techniques in translation
Outline the professional and ethical standards required for professional translators.		Distinguish between different styles of translation		Apply translation rules to all types of text
Describe how theory specifically relates to and impacts the practice of translation.		Recognize the proper structure of a text when transferring it from one		Translate a variety of text types appropriately and accurately from English to Arabic and vice versa

		language to another.		
Recognize modern translation theories.		Explain the different methods of translation		Solve translation problems
Describe the history and development of translation studies and translation theory.		Translate short passages properly		Use different techniques in translation
Demonstrate an understanding of the complex skills required in translation.		Implement the translation method that fits the purpose and the audience		Collaborate efficiently within groups and take on the responsibility of distributing translation tasks when students are organized into teams.
Use translation theories to inform and account for the student's own practice of translation.		Examine their translation with each other and examine differences		Efficiently collaborate within groups and assume the responsibility of allocating translation tasks when students are divided into teams.
Identify the techniques needed to resolve translation difficulties.		Evaluate translated texts to reach conclusions in terms of the group discussions among each other and with the teacher		Assume accountability for their learning and ongoing personal and professional development by supporting and persuasively presenting their own translational choices to the instructor.
Describe the relationship between culture and the use of language in translation.	Translation from English into Arabic	Define key concepts in translation studies with special reference to inter-semiotic, intra-lingual and inter-lingual translation	Translation 2	Define the characteristics of the different types of texts to be translated with examples
Recognize the process of consecutive and simultaneous interpretation.		List the distinctive features of texts belonging to different registers		Recognize the most salient linguistic and cultural problems when translating between Arabic and English
Improve active listening, concentration skills, note-taking techniques, and memory.		Describe possible equivalents for the same text taking into consideration the nature of such text		Recognize and match the socio-cultural differences and similarities as reflected in the two languages
Utilize fundamental skills and techniques in consecutive and simultaneous interpreting between English and Arabic, and vice versa.		Differentiate literal, free and communicative translation techniques and strategies		Identify the linguistic and non-linguistic features that contribute to a better understanding of the text at hand
Evaluate essential aspects of spoken language, including registers, styles, and implicit discoursal organization across various topic areas.		Compare English (Source Language, SL) and Arabic (Target Language, TL) at several different linguistic levels		Apply the principles and methods in translating different genres
Demonstrate proficiency in grammar of both languages and general absence of systemic grammar errors that permeate the entire translation.		Recognize the socio-cultural factors influencing the transference of texts from English into Arabic		Write an error-free translation of religious, instructional, scientific, journalistic, literary, and legal texts
Interpret with accuracy while under significant psychological stress.		Propose practical solutions to overcome barriers to intelligibility during the process of translation		Utilize software applications to access electronic dictionaries, create initial translations, refine translations, and construct a glossary (a compilation of words and their equivalents) for texts within the same domain (e.g., science, economics, and media).
Engage in translation assignments from English to Arabic and vice versa, incorporating various ancillary skills within aspects of textual analysis, such as context, idiom, collocation, register, stylistics, and more.		Apply existing knowledge of translation techniques and strategies to the translation of texts from various registers with varying difficulties and styles		Examine and address translation challenges across different levels, including word order, tense usage, sentence length, verbosity and conciseness, denotations, connotations, metaphors, modality, lexical gaps, idiomatic expressions, presuppositions, and implicatures.
Employ monolingual and bilingual dictionaries, glossaries, thesauri, and other relevant databases utilized by professional translators in a suitable manner.		Employ syntactic, morphological, lexical and stylistic variations when rendering different meanings in written and spoken communications		Translate a variety of text types appropriately and accurately from English into Arabic and vice versa
Generate exceptionally precise translations free from major errors, especially those extending beyond the word/phrase level that might prompt subsequent significant errors in cause/effect		Implement practical solutions to translation issues effectively in group projects		Research websites specializing in translation

relationships, etc.				
Make appropriate choice of vocabulary, particularly medium and high-frequency vocabulary.		Design proper checklists for editing and proofreading texts in terms of textual and contextual clues		Reflect on their own learning experience and explore options to continuously develop their competence as translators and communicators
Verify accurate spelling, punctuation, and capitalization, and, when applicable, ensure the proper formation of script or ideographs.		Demonstrate soft skills of information retrieval from online dictionaries, thesauruses, and encyclopedias		Communicate appropriately, accurately, and effectively while involved in group tasks
Show expertise in the grammar of both languages, demonstrating a general absence of systemic grammar errors that pervade the entire translation, such as consistently selecting inappropriate tenses, singular/plural forms, articles, etc.	Translation from Arabic into English	Identify cross-cultural differences between Arabic (SL) and English (TL)		Work ethically and professionally as part of a team or independently
Deal proficiently with problems at and above the word level in the source text.		Recall effective theories, techniques and strategies of A-E translation	Translation 3	Define the characteristics of the Islamic genre of translation and give examples
Proofread to eliminate errors such as missed words or phrases.		Enumerate all the factors that influence A-E translation		Identify and analyze the most salient linguistic and cultural problems in translating Islamic texts
		Distinguish the different concepts and notions of A-E translation		Recognize and match the terms/concepts that are specific to Islam but are alien to the English language
		Differentiate between A-E translation theory and practice		Apply the principles in translating Islamic terminology and texts
		Compare various types of A-E source and target texts		Translate a variety of Islamic text types appropriately and accurately from English into Arabic and vice versa
		Undertake error analysis of several different A-E translated texts		Use specialized Islamic paper and electronic dictionaries
		Perform A-E translation in real-life situations ethically and faithfully		Work independently and as part of a team
		Use machine translators in translation activities with human intervention		Manage resources and time
				Communicate results of work to others
				Take responsibility for their own development

Certain learning outcomes at Prince Sattam bin Abdulaziz University and King Khalid University aligned with those specified by Qiyas. However, upon comparing the learning outcomes of Prince Sattam bin Abdulaziz University with those outlined by Qiyas, it was observed that some outcomes were not met. For instance, objectives like "Outline the professional and ethical standards required for professional translators" and "Describe how theory specifically relates to and impacts the practice of translation" were not achieved. A broader analysis will be conducted to compare Qiyas-identified learning outcomes with those of other universities in Saudi Arabia.

III. METHODOLOGY

The quantitative approach is often characterized as a deductive methodology heavily reliant on surveys to collect, analyze, and apply data for testing relative ideas (Bryman, 2007).

In pursuit of the study objectives, this research employed a survey to gather and analyze data. The survey approach is considered semi-deductive, differing from the entirely deductive experimentation approach. Within this study, the descriptive analytical technique was utilized to review literature and construct the questionnaire, forming a theoretical foundation for the research issue. The questionnaire, implemented with a quantitative method, aimed to enhance the understanding of students' perceptions of translation courses in undergraduate degrees at Prince Sattam Universities. Data analysis, rooted in the literature review and questionnaire, was conducted after collecting responses from a random sample of 101 students from Prince Sattam Universities to achieve the study's goals.

IV. RESULTS AND DISCUSSION

A. Validity and Reliability

Validity and reliability stand out as crucial considerations for researchers, significantly influencing study outcomes and the potential generalizability of results. The efficacy of research tools, their capacity to measure their intended parameters, and the precision of the data they yield all fall under the purview of reliability and validity.

As outlined by Garson (2002), validity refers to the accuracy of a research instrument in evaluating its intended objective. In essence, it gauges the extent to which the research instrument furnishes information pertaining to the research topic directly from the study population.

(a). Validity

SPSS was utilized to calculate Pearson correlation coefficients, confirming the alignment of all survey items with their respective categories (parts) to validate the questionnaire. The results are presented in Table 2 below.

TABLE 2
THE INTERNAL CONSISTENCY BETWEEN ITEMS OF THE QUESTIONNAIRE

Questionnaire sections	No. of item	Pearson Correlation Coef.	Significance level
Exploring students' experience of studying translation courses at Prince Sattam Bin Abdulaziz University	1	.680**	0.000
	2	.660**	0.000
	3	.729**	0.000
	4	.785**	0.000
	5	.767**	0.000
	6	.784**	0.000
	7	.807**	0.000
	8	.810**	0.000
	9	.796**	0.000
	10	.749**	0.000
	11	.827**	0.000
	12	.760**	0.000
	13	.742**	0.000
	14	.696**	0.000
	15	.706**	0.000
	16	.781**	0.000
	17	.773**	0.000
	18	.700**	0.000
	19	.743**	0.000
	20	.803**	0.000
	21	.756**	0.000
	22	.571**	0.000

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 indicates a strong association between all statements and the designated section of the questionnaire, as evidenced by Pearson correlation coefficients ranging from 0.571 to 0.827, all statistically significant (p=0.000). This underscores the internal validity and consistency of the questionnaire in effectively measuring its intended purpose.

(b). Reliability

Reliability is defined as the ability of an instrument to yield consistent results when measurements are repeated on the same sample under identical conditions (Golafshani, 2003). In this study, Cronbach's Alpha, a widely employed test for reliability, was computed through SPSS to assess the reliability of the questionnaire instrument. Table 2 presents the reliability coefficients tested for the distributed questionnaire, indicating Cronbach's alpha values.

TABLE 3
THE RESULTS OF CRONBACH' ALPHA RELIABILITY TEST

Overall Questionnaire's Items	Cronbach Alpha coef.
	0.960

In the preceding Table 3, the Cronbach's alpha value for items across all sections and dimensions was established at (0.960). These results imply a strong relationship between the statements and their respective sections, affirming the relevance of the overall statements in the questionnaire. It indicates that no items require revision or elimination (Graham, 2006).

B. Descriptive Summary

Using SPSS, the descriptive statistics, including means and standard deviation, were computed for the responses and their ranks obtained through a five-point Likert scale. Mean values falling within the ranges (1 to 1.80) were categorized as very low, (1.81 to 2.60) as low, (2.61 to 3.40) as medium, (3.41 to 4.20) as high, and (4.21 to 5.00) as very high.

TABLE 4
DESCRIPTIVE SUMMARY FOR THE STATEMENTS

# of question	Statements	Means	Standard deviations	Practices degree
Exploring students' experience of studying translation courses at Prince Sattam Bin Abdulaziz University				
Q1	I developed an academic disposition question	4.11	0.773	High
Q2	Attention was paid to recent developments in the field	4.13	0.673	High
Q3	I was inspired to learn more about this discipline	4.01	1.025	High
Q4	The learning objectives of the course were clear to me	4.23	0.847	Very High
Q5	I believe the translation course developed me professionally	4.23	0.746	Very High
Q6	The translation courses met my expectations	4.00	0.872	High
Q7	I assimilated knowledge about translation processes	4.33	0.648	Very High
Q8	I learned to pay attention to the way translation is carried out	4.35	0.623	Very High
Q9	The techniques needed to resolve translation difficulties were explained to me	4.24	0.788	Very High
Q10	The key characteristics of good translation were explained to me	4.22	0.769	Very High
Q11	I have developed some awareness of the problems related to translation	4.15	0.767	High
Q12	My understanding of the most important concepts in the domain has increased	4.26	0.715	Very High
Q13	My understanding of the most important concepts in the domain has increased	4.34	0.620	Very High
Q14	Main theories of translation were introduced in the course	4.26	0.744	Very High
Q15	The load of assignments in the course were appropriate	4.21	0.725	Very High
Q16	The assessment in the course was fair	4.24	0.850	Very High
Q17	Our lecturer it clear how we are going to be assessed and what we need to concentrate on	4.38	0.765	Very High
Q18	Our lecturer gives me feedback and comments that help improve my learning	4.46	0.686	Very High
Q19	I was provided with many opportunities to interact with fellow students on the course	4.26	0.890	Very High
Q20	I was provided with many opportunities to interact with my tutor(s)	4.28	0.826	Very High
Q21	We searched for answers to translation problems together with the teachers	4.23	0.847	Very High
Q22	we searched for answers to translation problems together with the teachers	3.94	1.112	High
	Overall	**4.22**	**0.585**	**Very High**

It can be noticed from the above table that the arithmetic means that the measure (Exploring students' experience of studying translation courses at Prince Sattam Bin Abdulaziz University) is high to very high with the mean (3.94-4.46). It can be also seen that question (18), represents the highest agreed-to mean statement (4.46, Std. = 0.686), and the lowest agreed-to mean statement is to question (22) with (3.94, Std. = 1.123). The general perceptions with regard to the student's experience of studying translation courses at Prince Sattam Bin Abdulaziz University portion's overall mean were (4.24), which indicates that the majority of the study sample strongly agrees with the items in this component of the investigation.

According to the findings, the majority of the students developed an academic inclination question, and they paid attention to latest advancements in the field. Furthermore, students were inspired to study more about this discipline. According to the findings, students understood the course's learning objectives, and they felt the translation course advanced their professional development; additionally, the translation courses met their expectations. They also gained expertise regarding translation methods. Concerning the outcomes, students report that the procedures required to handle translation challenges and the fundamental qualities of successful translation were explained to them. Students have gained some knowledge of the challenges associated with translation, and their grasp of the most significant concepts in the area has grown.

Students commented that the course covered the major ideas of translation and that the workload of tasks was appropriate. Furthermore, the course evaluation was fair. Students remark that their professor makes it obvious how they will be examined and what they need to focus on, and that their lecturer provides feedback and comments that assist them in better their learning. Students remark that they were given numerous opportunities to communicate with their classmates on the course, as well as numerous opportunities to interact with my tutor(s). Finally, they worked together with their professors to solve translation challenges.

According to Flórez et al. (2012), students had diverse viewpoints about the course, its content and goals, its level of difficulty, the time students put into the course, adult learning, and the instructor's role, which is along with the current study. While establishing a translation course, teachers should guarantee that students who attend the course practice translating as often as feasible (Popovic, 2001), which is in line with the current study which finds that students

searched for answers to translation problems together with their teachers and searched for answers to translation, and they had many opportunities to interact with their tutor(s).

The course should, at the very least, strive to enhance the student's comprehension of the nature and importance of translation through the interaction between the mother tongue and the foreign language, aiming for meaning equivalence and the development of competence in both languages (Calis & Dikilitas, 2012). This conclusion is consistent with the findings of the current study. In conclusion, the results indicate that students' learning outcomes align with the outcome learning identified by Qiyas.

V. Conclusion and Recommendations

This research aimed to explore students' perspectives on translation courses within the English language department at Prince Sattam bin Abdulaziz University. Analyzing the gathered data revealed students' concerns and highlighted areas requiring adjustments to align with their learning objectives.

According to the findings, students developed an intellectual inclination, staying attuned to recent advancements, and expressed a keen interest in delving deeper into the realm of translation. They demonstrated a solid grasp of the course's learning objectives, acknowledging its positive impact on their professional development while meeting their expectations. Students acquired knowledge of translation intricacies and key concepts, along with proficiency in the processes and strategies for problem solving. The course, as perceived by the students, was comprehensive, maintaining an appropriate workload, fair evaluation practices, clear test requirements, and offering valuable feedback. They particularly valued open communication, tutor interaction, and collaborative problem solving in the face of translation challenges.

Drawing from these conclusions, the study puts forward several recommendations:

1. Investigate students' impressions of web-based distance learning courses and how these perceptions evolve throughout the translation curriculum.
2. Advocate for faculty training along with incentives to encourage participation. This training would empower instructors to familiarize themselves with the material, refine teaching strategies, and apply their own research or clinical expertise, setting an example for students' reflective practice.
3. Facilitate opportunities for students to hear from graduates currently applying the acquired knowledge in real-world scenarios.
4. Encourage future research to focus on translation programs at other universities in Saudi Arabia.

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