

Translation Ethics in Saudi Universities' Translation Curriculum

Mubarak Alkhatnai

Department of English Language and Translation, King Saud University, Riyadh, Saudi Arabia

Abstract—Translation is a pivotal bridge connecting different cultures and languages, enabling effective communication in the globalized world. As the demand for high-quality translation services in Saudi Arabia continues to rise, there is an urgent need to assess and enhance the curricula of translation programs at the country's universities. This descriptive-evaluative-correlational research/study investigates the implementation of Translation Ethics within the curriculum of Translation programs at selected Saudi universities. The data-gathering instrument that was utilized is a survey questionnaire made by the researchers. A sample of 48 students enrolled in Translation programs in 3 selected Saudi universities: King Saud University, Imam Mohammad Ibn Saud Islamic University, and King Khaled University, were selected using stratified random sampling. The data collected were analyzed using frequency counting, percentage, weighted mean, rank, and Spearman rank correlation. The study reveals that there is a moderate integration of translation ethics within the translation curriculum of Saudi universities. Similarly, translation ethics education was found to have an average impact on students' ethical awareness and decision-making capabilities. However, there is a significant negative correlation between the extent of translation ethics instruction and students' ethical competence implying that as the extent of translation ethics instruction increases, students' ethical competence tends to decrease. Various underlying factors were identified that contributed to the data-driven policy recommendations and action plan suggestions of the study.

Index Terms—translation, ethics, curriculum, Saudi, universities

I. INTRODUCTION

Translation is a pivotal bridge connecting different cultures and languages, enabling effective communication in the globalized world. Saudi Arabia's Vision 2030 plan emphasizes the nation's commitment to globalization and international collaboration, underscoring the increasing demand for highly skilled translators and interpreters. As the demand for high-quality translation services in Saudi Arabia continues to rise, there is an urgent need to assess and enhance the curricula of translation programs at the country's universities. One critical aspect of this evaluation is incorporating translation ethics into the curriculum.

The field of Translation Ethics in the curriculum of Translation programs at Saudi universities is currently confronted with an evident and critical deficiency in understanding and emphasizing translation ethics, leading to suboptimal ethical competencies among students. The current curriculum's lack of comprehensive integration of translation ethics poses a substantial challenge, impacting the quality, integrity, and professionalism of translation services in Saudi Arabia. Also, translation ethics encompasses a wide array of ethical considerations that guide the behavior and decision-making of translators and interpreters, including issues such as impartiality, confidentiality, cultural sensitivity, and intellectual property rights. The effectiveness of these ethical considerations in the curriculum is central to the quality, professionalism, and societal implications of translation services in Saudi Arabia.

In response to this perceived need, this study aims to investigate the implementation of Translation Ethics within the curriculum of Translation programs at selected Saudi universities, using a quantitative research methodology. Specifically, it intends to (a) quantitatively evaluate the extent of integration of translation ethics within the Translation curriculum of Saudi universities; (b) measure the impact of translation ethics education on students' ethical awareness and decision-making capabilities; (c) identify any existing correlations between the extent of translation ethics instruction and students' ethical competence; and (d) provide data-driven recommendations for enhancing the integration of translation ethics into the curriculum for improved program-level learning outcomes.

This research is also motivated by several key factors: the need for professional excellence to support Saudi Arabia's international presence, the importance of cultural harmony through ethical translation practices, the enhancement of the global reputation for Saudi universities and their graduates, and the necessity to address legal and social implications of translation. Integrating translation ethics into Saudi university curricula is critical for industry practice, ensuring graduates bring integrity to their work and meet the rising demand for high-quality translation services, while also contributing to knowledge advancement in the field by improving the education of future translators and interpreters.

II. LITERATURE REVIEW

The majority of previous research and articles in the field of translation ethics have primarily focused on various aspects of translation ethics education and its implications for the translation profession. This body of work underscores the crucial role of ethical training in maintaining the quality and professionalism of translation services (Newmark; as cited in McAlester, 2003; Baker, 2013; Drugan, 2017). However, traditional approaches to translator and interpreter education often overlook the ethical dimension, emphasizing professional codes of conduct without delving into the complexities of ethical decision-making in practice. In the context of late modernity, where translators and interpreters are increasingly thrust into service on an unprecedented scale, the ethical terrain becomes even more complex (Drugan & Tipton, 2017). The proliferation of translation agents, both human and non-human, challenges the traditional ethical landscape, highlighting the need for a nuanced understanding of translation ethics. Chesterman (2018) provides valuable insights into the theoretical underpinnings of translation ethics, drawing from utilitarian and contractual theories to elucidate the ethical dimensions of translation practice.

Extending the discussion to the role of educators, Schwimmer (2018) emphasizes the ethical responsibility inherent in translating knowledge for educational practice. This underscores the need for translators and interpreters to navigate ethical dilemmas not only in professional settings but also in educational contexts. Floros (2020) further emphasizes the importance of ethical reasoning, reflexivity, and responsibility in shaping the behavior of future professionals, highlighting the pedagogical aspects of teaching ethics within academic and professional training institutions. Koskinen and Pokorn (2020) offer a comprehensive overview of ethical theories applied within Translation Studies, tracing the historical trajectory of translation ethics and emphasizing the multifaceted nature of ethical concerns faced by translators and interpreters. Moorikens and Rocchi (2020) elaborate on the ethical challenges inherent in the translation industry, including power disparities, environmental sustainability, and the impact of automation.

While existing research provides valuable insights into translation ethics, limited attention has been given to the specific context of Saudi Arabia. Little to no research focuses on curriculum analysis to determine the implications of translation ethics for program-level learning outcomes (PLOs) in Saudi universities. However, the importance of cultural sensitivity, confidentiality, and impartiality in translation practice in Saudi Arabia is underscored by Yehia (2007) and corroborated by Al-Amer et al. (2016), who shed light on translation challenges in cross-cultural research. Moreover, Alahmmari and DipOdp (2016) emphasize the significance of cultural communication competence in healthcare settings in Saudi Arabia, highlighting the ethical imperative for translators and interpreters to possess cultural sensitivity and competence. Alenezi's (2016) investigation into the relationship between undergraduate translation curricula and market demands in Saudi Arabia underscores the importance of aligning educational programs with industry needs, including the integration of translation ethics into the curriculum. Additionally, Alshaikh's (2022) study on the challenges encountered by Saudi translation students when translating legal contracts highlights the practical implications of ethical considerations in translation practice. These findings collectively underscore the importance of equipping students with the necessary ethical competencies to navigate linguistic and cultural challenges while maintaining the integrity and accuracy of translated texts. Integrating translation ethics into the curriculum of Saudi universities is crucial for preparing graduates to meet the ethical demands of the profession and contribute to the advancement of ethical translation practices.

However, there are weaknesses in the existing body of research. First, the majority of these studies have been conducted in the contexts of different countries and industries, making it challenging to generalize their findings to the context of the Saudi Arabian Translation industry, which has its unique cultural and socio-political dynamics. Secondly, there is a lack of quantitative research that quantifies the extent of translation ethics integration and its impact on students' ethical awareness in Saudi universities. Many previous studies have relied on qualitative methods, thus potentially limiting the depth of analysis and the generalizability of their findings.

III. METHODOLOGY

A. *Research Design*

This research will employ a quantitative research design to gather and analyze data systematically. A stratified random sampling method will be employed to select students from various Saudi universities offering Translation programs. This will ensure a representative sample. This research holds significant implications for Saudi Arabia's translation industry and the broader field of translation studies. The findings will inform universities about the current state of translation ethics education and enable them to enhance their programs. By producing data-driven recommendations, the study will contribute to the development of a highly competent and ethically aware cadre of translators and interpreters in the Kingdom. Lastly, the estimated timeline for the conduct of the study is 2 to 3 months.

B. *Respondents*

The respondents were the forty-eight (48) students enrolled in Translation programs in three (3) selected Saudi universities. Specifically, seventeen (17) students, or 35.42% are from the College of Languages of King Saud University, sixteen (16), or 33.33% of the respondents were from the College of Language and Translation of Imam Mohammad Ibn Saud Islamic University, and fifteen (15) or 31.25% are from Department of English of King Khaled University, all shown in Table 1. These respondents were taken for the year 2023.

TABLE 1
PROFILE OF THE RESPONDENTS

Selected Saudi Universities	Total	
	<i>f</i>	%
College of Languages, King Saud University	17	35.42
College of Language and Translation, Imam Mohammad Ibn Saud Islamic University	16	33.33
Department of English, King Khaled University	15	31.25
Total	48	100

C. Data Gathering Instrument

A survey questionnaire will be administered to students enrolled in Translation programs at selected Saudi universities. Data will be collected through a structured survey questionnaire. The questionnaire will include closed-ended questions to assess the extent of translation ethics integration within the curriculum and students' ethical awareness. Likert scales will be utilized to quantify responses.

Part I was about the profile of the respondents, Part II was on the extent of integration of Translation Ethics within the Translation Curriculum of Saudi Universities, and Part III was about the impact of Translation Ethics education on students' ethical awareness and decision-making capabilities. A total of sixty (60) questions were included in this study, with a particular focus on the indicators with Part II and III having thirty (30) questions each. The questionnaire was proofread by the Dean of the College of Languages from King Saud University who checked the instrument and validated by ten (10) selected students from the participating universities. The reliability of the instrument has been tested after the validation using Cronbach's Alpha resulting in an alpha value of above 0.70, proving the entire questionnaire structure shows internal reliability. Thus, the said questionnaire can be deployed for large-scale sampling. Suggestions and recommendations on each item of the questionnaire have been acquired for the improvement of the instrument.

D. Data Analysis

Data analysis will involve statistical techniques, including descriptive statistics to summarize the extent of translation ethics instruction and correlation analysis to identify relationships between the extent of translation ethics education and students' ethical awareness. Mean (\bar{x}) was used to generate the extent of integration of Translation Ethics within the Translation Curriculum of Saudi universities and the impact of Translation Ethics education on students' ethical awareness and decision-making capabilities. It was interpreted using the following scale:

Scale	Numerical Rating	Descriptive Rating	
		Extent of Integration of Translation Ethics within the Translation Curriculum of Saudi Universities	Impact of Translation Ethics Education on Students' Ethical Awareness and Decision-Making Capabilities
4.50-5.00	5	Highly Integrated (HI)	Highly Affected (HA)
3.50-4.49	4	Moderately Integrated (MI)	Moderately Affected (MA)
2.50-3.49	3	Integrated (I)	Affected (A)
1.50-2.49	2	Rarely Integrated (RI)	Less Affected (LA)
1.00-1.49	1	Not Integrated at all (NAA)	Not Affected at all (NAA)

IV. RESULTS AND DISCUSSION

A. The Extent of Integration of Translation Ethics in Saudi Translation Curriculum

The extent of the integration of Translation Ethics in Saudi Translation Curriculum was determined by eight (8) indicators namely: (a) incorporation in course objective; (b) frequency of ethical discussions; (c) ethics-embedded assignments; (d) case studies and simulations; (e) pre- and post- assessment; (f) integration in capstone projects; (g) guest lecturers and industry experts; (h) alumni feedback and career success, as presented in Table 2.

TABLE 2
EXTENT OF INTEGRATION OF TRANSLATION ETHICS IN SAUDI TRANSLATION CURRICULUM

Indicators	KSU			IMISIU			KKU			TOTAL		
	\bar{x}	Int	R	\bar{x}	Int	R	\bar{x}	Int	R	\bar{x}	Int	R
1. Incorporation in Course Objectives	4.20	MI	1	2.67	I	1	2.62	I	2	3.16	I	1
2. Frequency of Ethical Discussions	3.88	MI	3	2.50	I	7	2.51	I	6.5	2.96	I	5
3. Ethics-Embedded Assignments	3.90	MI	2	2.59	I	2	2.62	I	2	3.04	I	2
4. Case Studies and Simulations	3.76	MI	7	2.56	I	4	2.51	I	6.5	2.94	I	7
5. Pre- and Post- Assessment	3.67	MI	8	2.48	RI	8	2.42	RI	7	2.86	I	8
6. Integration in Capstone Projects	3.79	MI	6	2.53	I	6	2.53	I	4.5	2.95	I	6
7. Guest Lecturers and Industry Experts	3.82	MI	5	2.54	I	5	2.62	I	2	3.00	I	3
8. Alumni Feedback and Career Success	3.86	MI	4	2.58	I	3	2.53	I	4.5	2.99	I	4
Total	3.86	MI		2.56	I		2.55	I		2.99	I	

From the results of the data analysis, it is revealed that there are nuanced strengths and still, some areas for improvement across the eight (8) indicators, offering valuable insights for enhancing the ethical dimensions of the educational programs. The first indicator, Incorporation in Course Objectives, received the highest rating of 3.16, indicating a strong commitment to embedding ethical considerations in the core learning outcomes. This suggests that Saudi universities prioritize the explicit integration of translation ethics within the overarching goals of their curriculum. The top ranking of this indicator signifies a foundational emphasis on ethical competencies in shaping the educational journey of translation students. However, it is also recommended to utilize more task-based or competence-based integration in the learning objectives. Alenezi (2016) further emphasizes the importance of learning objectives or competencies as he reiterated the statements of Hurtado Albir last 2007 who said that competencies act as a primary reference point in curriculum design, dictating the formulation of learning objectives, allocation of discipline-specific content, and guiding the sequencing of teaching units, learning activities, and assessment procedures. In her Competence-Based Training (CBT) model, Albir underscores the utility of competencies for designing tasks that effectively measure student competence. This approach provides instructors with a valuable tool to identify and prioritize the development of specific competencies among students. The task-based approach proposed by Hurtado Albir has been recognized for its innovation in designing and planning learning activities within the broader field of education.

However, the study also highlights certain areas for refinement. Notably, the fifth and eighth indicators, Pre- and Post-Assessment, and Alumni Feedback and Career Success were rated the lowest, ranking 8th and 7th, respectively. The lower ranking of Pre- and Post-Assessment implies a potential opportunity for more strategic implementation of assessment tools to measure students' ethical awareness and development over time. This might involve revisiting the design of assessments to ensure they effectively capture the progression of ethical understanding throughout the course.

The results of this indicator could be supported by the multiple existing research on the field. Liang et al. (2023) delved into the dynamics of peer-mediated Dynamic Assessment (DA) in shaping the translation revision competence (TRC) of master's degree students in Translation and Interpreting (MTI) programs in China. Thirty participants initially undertook three revision tasks, and subsequently, their performance was categorized as either high or low level based on average scores from the first two tasks. The results suggested that peer mediation exhibited the potential to enhance both the mediators' and learners' TRC. However, the study acknowledged the presence of additional factors influencing the outcomes. The process of peer engagement facilitated improvements in participants' TRC, particularly in areas such as justification and interpersonal skills.

Similarly, Grami (2010) also investigated the impact of integrating peer feedback into university-level classes, which traditionally rely on teacher-led instruction. Through a comprehensive three-phased, three-month-long project employing various data collection methods, the study observed that the introduction of peer feedback not only enhanced existing skills but also facilitated the acquisition of new ones among students. The final phase, a comparative study involving pre-and post-tests, revealed significant progress in students' writing abilities. While both groups exhibited improvement, those engaged in peer feedback consistently outperformed their counterparts across all aspects of writing. The study emphasizes the profound effect of peer feedback on students' perception, noting their eagerness for more similar sessions in the future. The findings suggest that with proper training, peer feedback can yield substantial benefits, prompting a recommendation for education policymakers and ESL writing instructors in Saudi Arabia to consider the widespread incorporation of peer sessions in ESL writing classes.

On the other hand, the ranking of Alumni Feedback and Career Success suggests that while the curriculum is integrated, there may be areas for improvement in leveraging alumni experiences to further enhance and validate the efficacy of the translation ethics education provided. Previous research like those of Tanis (2020) who underscores the importance of systematically gathering and analyzing alumni experiences for continuous improvement in education, could also support the emphasis for improvement on this specific area of academic management and development.

Furthermore, the Frequency of Ethical Discussions, and Case Studies and Simulations were ranked 5th and 7th, respectively. The mid-range rankings indicate that while there is some integration, there is room for improvement in fostering more frequent and diverse discussions on ethical topics, as well as incorporating immersive case studies and simulations to enhance the practical application of ethical principles.

In relation to ethical discussions in class, some research shows that underlying factors like student participation, self-esteem, and literacy could affect the effectiveness of this particular teaching methodology. The results of a study by Khasawneh et al. (2023) also proposed that translation students perceived that there is a paradigm shift in the pedagogical approach of translation, pushing students to be more proactive with increased student participation and verbal recitations in class that sometimes intimidates translation students. Traditionally, translation education often focused on linguistic proficiency and technical skills, emphasizing a prescriptive approach to language transfer. However, the contemporary landscape of translation demands a more dynamic and multifaceted skill set. The paradigm shift involves a broader recognition of translation as a complex cognitive and communicative process that goes beyond linguistic equivalence. They also mentioned that the evolution of the translation domain has resulted in a gradual shift from traditional teaching methods to more sophisticated approaches. These include student-centered methodologies, experiential learning, technology-enhanced instruction, differentiated teaching, collaborative learning, and culturally responsive pedagogy. Thus, strategies for improvement in this area might include faculty development programs focused on integrating ethical discussions into various courses, fostering a culture of continuous ethical reflection, and enhancing the overall ethical literacy of translation students.

On the other hand, when it comes to case studies and simulations, another study by Khasawneh (2024) suggests that internships in translation serve as invaluable opportunities for students to connect academic knowledge with practical application in real-world contexts. Actively participating in professional translation environments and conducting other similar activities or simulations in the classrooms, to be significantly followed by an ethical discussion or reflection on the activity, allows students to apply theoretical concepts learned in class, improve their language skills, and develop a deeper understanding of the complexities within the translation industry.

The sixth-ranking indicator, Integration in Capstone Projects, suggests a moderate level of integration. This indicates that while capstone projects incorporate ethical considerations, there may be opportunities to further optimize the alignment between these projects and real-world ethical challenges faced by translators. Multiple research and articles underscore the importance of capstone projects in the field of translation. Taufik and Nurhayati (2023) argue that exposure to real-life ethical challenges is instrumental in developing effective decision-making skills. The study results align with this perspective, highlighting the importance of integrating practical exercises to enhance students' ability to resolve ethical dilemmas. Another research by Muftah (2023) also highlighted the importance of clear integration frameworks to ensure that ethical considerations are seamlessly woven into the fabric of capstone experiences. One framework she studied was the integration of social responsibility (SR) in translator training through situated learning in translation projects. Social responsibility can be effectively integrated into capstone projects, which are often culminating experiences in educational programs and provide an ideal platform to incorporate social responsibility, emphasizing the application of knowledge and skills to address real-world challenges. The qualitative results of her study demonstrated a predominantly positive outlook among students regarding Social Responsibility (SR). Additionally, the findings underscored the effectiveness of collaborative, project-based education in enhancing both translation-specific and generic skills, while concurrently fostering an increased awareness of the importance of Social Responsibility for sustainable learning. In light of these outcomes, the study suggests valuable pedagogical insights for university faculty and curriculum designers, urging them to either develop new or modify existing curricula to align with the principles of situated translator training that prioritize learning sustainability.

On a positive note, the second, third, and seventh indicators—Frequency of Ethical Discussions, Ethics-Embedded Assignments, and Guest Lecturers and Industry Experts—were rated 2nd, 3rd, and 3rd, respectively, suggesting a strong commitment to integrating external perspectives and interactive elements within the curriculum. Lambert (2023) in his book “Translation Ethics” discussed the importance of using assignments to reinforce previously learned concepts on Translation Ethics in classes. He mentioned multiple samples of ethics embedding on assignments, adding comprehensive questions and advanced research tasks on topics for presentations to facilitate active student engagement, contrary to the traditional “read-only” tasks and “close-ended” questions. Educators could enhance the impact by refining the curriculum to incorporate these elements, ensuring a more robust integration of translation ethics within the Saudi translation education landscape. On the other hand, the study by Ha (2022) investigated the participation of industry professionals in Work-Integrated Learning (WIL) within the context of three Vietnamese public universities employing the Profession-Oriented Higher Education (POHE) framework. The findings revealed a limited engagement of industry professionals in designing WIL content and evaluating students' workplace performance. Barriers identified included the university departments' preference for industry professionals in managerial roles, insufficient support from university departments, and time constraints faced by industry professionals. These challenges indicated a lack of conducive conditions for professional involvement in WIL, highlighting the need for substantial efforts on the part of universities to foster deeper engagement. Polmear et al. (2022) significantly agree with Ha, as the results of their study highlighted the significance of tapping into industry knowledge, engaging in conversations with professionals, and utilizing personal experiences and relationships. In totality, the success of these indicators implies that Saudi

universities are actively engaging students with practical ethical scenarios, leveraging industry expertise, and infusing real-world insights into the learning experience.

Specifically, the average rating of 2.99 interpreted as Integrated, reflects a commendable effort by Saudi universities to integrate translation ethics into their curriculum. While some indicators demonstrate strong integration, the nuanced rankings indicate areas for enhancement, particularly in assessments, alumni engagement, and the practical application of ethical principles. The reason for this rating may also stem from the underlying challenges of teaching translation ethics and even the ambiguity of the concept of translation ethics in the Saudi context. Studies like those of Asiri (2022) found that even the translator respondents faced difficulties related to eleven (11) fundamental aspects of translation ethics, as outlined in existing codes of ethics and literature on ethics, with these challenges falling within the mid-frequency range. Thus, continuous refinement and adaptation of curriculum components to the latest code of ethics in translation, strategic use of assessments, and leveraging alumni experiences can contribute to further strengthening the integration of translation ethics within the Saudi Translation Curriculum.

The results of the Test of Significant Agreement on the Rank Orders of the Extent of Integration of Translation Ethics in Saudi Translation Curriculum, as shown in Table 3, suggest that there is no statistically meaningful agreement or consistency in the ranking of the integration of translation ethics among the surveyed universities. This outcome, though holds implications for the reliability and uniformity of the integration process and may indicate divergent perspectives or practices across the participating institutions.

TABLE 3
THE TEST OF SIGNIFICANT AGREEMENT ON THE RANK ORDERS OF THE EXTENT OF INTEGRATION OF TRANSLATION ETHICS IN SAUDI TRANSLATION CURRICULUM

Indicators	Incorporation in Course Objectives	Frequency of Ethical Discussions	Ethics-Embedded Assignments	Case Studies and Simulations	Pre- and Post-Assessment	Integration in Capstone Projects	Guest Lecturers and Industry Experts	Alumni Feedback and Career Success
Summation of squares of the difference	8	22	7.5	57	9.5	4.5	9.5	2
Number of cases	3	5	4	5	3	4	3	3
Number of groups of respondents	3	3	3	3	3	3	3	3
Coefficient of Concordance W	0.44	0.24	0.17	0.63	0.53	0.10	0.53	0.11
Computed X^2 Value	2.64	2.93	1.53	7.60	3.18	0.90	3.18	0.67
Degree of Freedom	2	4	3	4	2	3	2	2
Tabular X^2 Value								
0.05	5.99	9.49	7.81	9.49	5.99	7.81	5.99	5.99
0.025	7.82	11.67	9.84	11.67	7.82	9.84	7.82	7.82
0.01	9.21	13.28	11.34	13.28	9.21	11.34	9.21	9.21
0.005	10.60	14.86	12.84	14.86	10.60	12.84	10.60	10.60
0.001	13.82	18.47	16.27	18.47	13.82	16.27	13.82	13.82
Decision on the Null Hypothesis H_0	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>

One plausible implication is that there may be considerable variability in how different Saudi universities interpret and implement the integration of translation ethics within their curricula. This lack of consensus in rank orders could stem from differences in institutional priorities, teaching methodologies, or even the understanding of what constitutes effective integration of translation ethics. It may point to a need for standardized guidelines or benchmarks to ensure a more consistent approach to incorporating ethical considerations into translation education across Saudi universities. Furthermore, the absence of significant agreement suggests a potential lack of communication or collaboration among institutions regarding best practices in integrating translation ethics. Collaborative initiatives, benchmarking, and other knowledge-sharing platforms could be established or utilized to facilitate a more uniform understanding of the importance and methods of embedding ethical considerations within translation curricula.

In practical terms, universities could consider engaging in cross-institutional dialogues, workshops, or conferences focused on the integration of translation ethics. These collaborative efforts can foster a shared understanding of the challenges and opportunities in teaching and assessing ethical competencies in translation programs. Moreover, it may lead to the development of standardized frameworks that guide curriculum design, teaching methodologies, and assessment practices, ensuring a more consistent and effective integration of translation ethics across institutions. Furthermore, these implications highlight the need for a more unified and standardized approach to the integration of translation ethics in Saudi universities. It calls for a reevaluation of evaluation criteria, collaborative initiatives among institutions, and the development of shared frameworks to enhance the consistency and effectiveness of ethical education in translation curricula.

B. The Impact of Translation Ethics Education on Students' Ethical Awareness and Decision-Making Capabilities

The impact of translation ethics education on students' ethical awareness and decision-making capabilities was also determined by eight (8) indicators namely: (a) incorporation in course objective; (b) frequency of ethical discussions; (c) ethics-embedded assignments; (d) case studies and simulations; (e) pre- and post- assessment; (f) integration in capstone projects; (g) guest lecturers and industry experts; (h) alumni feedback and career success, in alignment with the extent of integration and is presented in Table 4.

TABLE 4
THE IMPACT OF TRANSLATION ETHICS EDUCATION ON STUDENTS' ETHICAL AWARENESS AND DECISION-MAKING CAPABILITIES

Indicators	KSU			IMISIU			KKU			TOTAL		
	\bar{x}	Int	R	\bar{x}	Int	R	\bar{x}	Int	R	\bar{x}	Int	R
1. Incorporation in Course Objectives	4.00	MA	1	2.31	LA	8	2.27	LA	8	2.86	A	8
2. Frequency of Ethical Discussions	3.89	MA	2	2.49	LA	4	2.67	A	1	3.02	A	1
3. Ethics-Embedded Assignments	3.79	MA	5	2.44	LA	6.5	2.38	LA	7	2.87	A	7
4. Case Studies and Simulations	3.76	MA	6	2.51	A	3	2.57	A	2.5	2.95	A	3.5
5. Pre- and Post- Assessment	3.84	MA	3	2.58	A	1	2.42	LA	6	2.95	A	3.5
6. Integration in Capstone Projects	3.82	MA	4	2.48	LA	5	2.57	A	2.5	2.96	A	2
7. Guest Lecturers and Industry Experts	3.71	MA	7	2.44	LA	6.5	2.51	A	4	2.88	A	6
8. Alumni Feedback and Career Success	3.69	MA	8	2.56	A	2	2.49	LA	5	2.91	A	5
Total	3.81	MA		2.48	LA		2.48	LA		2.93	A	

On the other hand, the Impact of Translation Ethics Education on Students' Ethical Awareness and Decision-Making Capabilities as shown in Table 3, offers a detailed insight into how translation ethics education influences students' ethical awareness and decision-making skills, evaluated through eight primary indicators. Examining the outcomes exposes disparities in the efficacy of distinct components in the curriculum, highlighting potential avenues for enhancement.

The indicator "Incorporation in Course Objectives" is rated at 2.86 and ranks 8th. This result suggests a relatively lower impact of explicitly integrating translation ethics into course objectives. Possible reasons for this could include the need for clearer guidelines on how to align course objectives with specific ethical learning outcomes. Strengthening the connection between stated objectives and ethical competencies may enhance the impact of translation ethics education in this context. This could be supported by Lim et al. (2023) who highlighted the importance of a strong theoretical foundation for ethical understanding in their study, wherein the results support the idea that a more robust focus on theoretical aspects may enhance students' awareness of ethical considerations. Similarly, Ray (2023) argues that a strong alignment between ethics education goals and real-world application is crucial for fostering consistent ethical behavior. In this context, the results support the notion that a well-structured curriculum emphasizing practical application enhances students' consistent application of ethical principles.

On the other hand, "Frequency of Ethical Discussions" is rated at 3.02, ranking 1st. This indicator's top ranking suggests that frequent ethical discussions significantly contribute to students' ethical awareness and decision-making capabilities. The top rank highlights the importance of fostering an environment that encourages regular ethical discussions as a means to enhance students' ethical awareness. In their book, Hartman et al. (2023) highlighted the significance of creating a supportive and engaging atmosphere that encourages open and continuous ethical discussions, leading to increased student engagement and awareness. If the frequency of ethical discussions is not complemented by an environment that fosters active participation and critical engagement, students may not fully internalize ethical principles. Reiche (2023) also reiterated the benefit of designing consciousness-raising experiences inside and outside the classroom and encouraging students to explore beyond the classroom content. Though different in context than Hartman et al.'s and Reiche's, Alonzo et al. (2023) agree with the general point and importance of aligning theoretical knowledge with practical applications to ensure effective learning outcomes, supporting the results for the third indicator, which obtained a rating of 3.02 and indicates that there is room for improvement in translating theoretical insights into practical application. Possible reasons could include the need for more explicit connections between theoretical discussions and practical assignments.

"Ethics-Embedded Assignments" is rated at 2.87 and ranks 7th. While the impact is recognized, the lower ranking suggests that the current approach may need refinement. Enhancing the authenticity and relevance of ethics-embedded assignments may further elevate their contribution to students' ethical awareness and decision-making capabilities. Previous research like those of Pope et al. (2023) emphasizes the importance of aligning theoretical knowledge with practical applications to ensure effective learning outcomes in ethics education. A gap between theoretical principles and their application in assignments could limit the overall impact on ethical awareness and decision-making capabilities. Additionally, the nature and complexity of the ethics-embedded assignments may play a role. Tremblay et al. (2023) also argue that the authenticity and complexity of assignments influence their effectiveness in ethics education. Assignments that lack real-world relevance or fail to present intricate ethical dilemmas may not sufficiently

challenge students to enhance their ethical awareness. In relation to this, London et al. (2023) also indicated that feedback in assessments is instrumental in promoting self-awareness and improvement in ethical decision-making skills.

"Case Studies and Simulations" and "Pre- and Post-Assessment" both have a rating of 2.95, ranking 3.5th. The tie-in rankings indicate a notable impact but leave room for improvement. Incorporating realistic case studies and simulations that mirror complex ethical dilemmas faced by translators, could enhance the practical applicability of these tools. The effectiveness of case studies in enhancing ethical awareness aligns with findings from a study by Kaya and Boz (2023) which underscores the significance of case-based learning in developing students' ethical reasoning skills, though in the context of the nursing industry. Implications of this result highlight the need for continued emphasis on case studies in translation ethics education, potentially expanding the variety of cases to further challenge students and deepen their ethical insights. Additionally, refining pre- and post-assessment measures to capture a more nuanced understanding of ethical reasoning may contribute to a more robust evaluation of the curriculum's impact. Cristea et al. (2023) also suggests that self-reported measures may not always align perfectly with actual behavioral changes and that a more comprehensive understanding of ethical awareness requires multi-dimensional assessments. Meanwhile, "Integration in Capstone Projects" is rated at 2.96, ranking 2nd. The high ranking suggests that capstone projects effectively contribute to students' ethical awareness and decision-making capabilities. The positive result highlights the potential of capstone projects as a strategic component in the translation ethics curriculum. Also, as highlighted by the results of the studies conducted by Carless (2023) and McGinness et al. (2020), feedback mechanisms in capstone projects play a crucial role in enhancing ethical awareness, and refining feedback strategies may further strengthen students' commitment to iterative improvement.

"Guest Lecturers and Industry Experts" is rated at 2.88, ranking 6th. While guest lectures contribute to students' ethical awareness, the moderate ranking suggests that there may be opportunities for improvement. Enhancing the diversity of guest speakers may enhance the impact of this component. Previous research, such as that by O'Mathúna et al. (2020) emphasizes the importance of integrating diverse ethical perspectives to foster a comprehensive understanding of translation ethics for better real-time but significantly ethical translation. This also aligns with findings by Toh et al. (2020), emphasizing the role of mentorship and networking in shaping ethical behavior. The top-ranking suggests that fostering ongoing engagement and support through networking and mentoring programs is a highly effective strategy that should be sustained and potentially expanded. Lastly, "Alumni Feedback and Career Success" is rated at 2.91, ranking 5th. The moderate ranking implies that while alumni feedback is recognized, there is room for improvement in leveraging it for curriculum enhancement. Establishing structured mechanisms to capture and incorporate alumni experiences may further enhance the impact of this indicator. Studies like those of Enríquez Raído et al. (2020) also highlighted the dynamic nature of ethical challenges in translation and advocates for a curriculum that adapts to the changing landscape, potentially explaining the moderate rating.

The overall impact of translation ethics education on students' ethical awareness and decision-making capabilities is rated at 2.93, interpreted as 'Affected' with an average rating. This suggests that while the curriculum has a positive impact, it falls within the moderate range. Potential reasons for this could include the need for a more holistic and interconnected approach to curriculum design. Li and Li (2023) highlight the importance of integrating various elements, such as specialized, diversified, individualized, and innovation-centered education pedagogies and strategies, seamlessly to create a cohesive ethical education experience. Strengthening the interconnectedness of the different indicators may lead to a more profound and sustained impact on students' ethical awareness and decision-making capabilities.

With reference to the data in Table 5, the lack of significant agreement on the rank orders of the impact of translation ethics education on students' ethical awareness and decision-making capabilities among Saudi translation university students can be attributed to various factors inherent in the educational context and diverse perceptions within the student body.

TABLE 5
THE TEST OF SIGNIFICANT AGREEMENT ON THE RANK ORDERS OF THE IMPACT OF TRANSLATION ETHICS EDUCATION ON STUDENTS' ETHICAL AWARENESS AND DECISION-MAKING CAPABILITIES

Indicators	Incorporation in Course Objectives	Frequency of Ethical Discussions	Ethics-Embedded Assignments	Case Studies and Simulations	Pre- and Post-Assessment	Integration in Capstone Projects	Guest Lecturers and Industry Experts	Alumni Feedback and Career Success
Summation of squares of the difference	2	8.7	1	54	0.5	6.5	14	4.5
Number of cases	3	5	4	5	3	4	3	3
Number of groups of respondents	3	3	3	3	3	3	3	3
Coefficient of Concordance W	0.11	0.10	0.02	0.06	0.03	0.14	0.78	0.25
Computed X ² Value	0.67	1.20	0.20	7.20	1.80	1.30	4.68	1.50
Degree of Freedom	2	4	3	4	2	3	2	2
Tabular X ² Value								
0.05	5.99	9.49	7.81	9.49	5.99	7.81	5.99	5.99
0.025	7.82	11.67	9.84	11.67	7.82	9.84	7.82	7.82
0.01	9.21	13.28	11.34	13.28	9.21	11.34	9.21	9.21
0.005	10.60	14.86	12.84	14.86	10.60	12.84	10.60	10.60
0.001	13.82	18.47	16.27	18.47	13.82	16.27	13.82	13.82
Decision on the Null Hypothesis H ₀	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>	<i>Not significant</i>

One primary factor contributing to the lack of consensus is the individualized nature of ethical considerations. Ethical awareness and decision-making are subjective processes influenced by personal values, cultural backgrounds, and individual experiences. Different students may prioritize specific aspects of ethical education differently based on their perspectives, making it challenging to achieve a unified consensus on the ranking of these impacts. Cultural nuances and linguistic diversity further complicate the matter. Saudi Arabia has a rich cultural and linguistic heritage, and students may interpret ethical principles in translation differently based on their regional or linguistic backgrounds. The variety of interpretations may lead to diverse opinions on the effectiveness of translation ethics education in addressing the specific ethical challenges relevant to each student.

The curriculum variations across different universities and translation programs could also contribute to the lack of agreement. Institutions may adopt different approaches, teaching methodologies, and emphasis on certain aspects of ethics education. For example, one university might prioritize practical application through case studies, while another might focus more on theoretical discussions. These differences can result in varying perceptions of the impact of ethics education among students. Implications of this lack of significant agreement include the need for tailored and adaptable ethics education programs that consider the diverse needs and perspectives of students. Recognizing the cultural and linguistic diversity within the student body, educators should strive to develop curricula that resonate with the unique ethical challenges faced by individuals from different backgrounds. This might involve incorporating case studies and examples that are culturally relevant to Saudi Arabia and addressing the linguistic complexities specific to the region.

Creating an open dialogue among students, faculty, and administrators is crucial for understanding the varying perceptions and expectations regarding ethics education. Regular feedback sessions, focus groups, and surveys can provide valuable insights into the aspects of the curriculum that resonate most with students and those that require refinement. This collaborative approach can help identify specific areas for improvement and guide the development of a more effective and universally appreciated ethics education program. Additionally, fostering a sense of community and shared values within the student body can contribute to a more cohesive understanding of ethics education. Encouraging peer-to-peer discussions, collaborative projects, and opportunities for shared experiences can enhance the collective understanding of ethical principles and promote a more unified perspective on the impact of ethics education.

Continuous assessment and reassessment of the curriculum are imperative. Regularly reviewing and updating the content based on emerging ethical challenges in the translation field and incorporating feedback from students can ensure that the education provided remains relevant, impactful, and aligned with the evolving needs of the students. Addressing the lack of significant agreement on the rank orders of the impact of translation ethics education among Saudi translation university students requires a multifaceted approach. This involves recognizing the individualized nature of ethical considerations, tailoring curricula to the cultural and linguistic context, fostering open communication, and continuously refining educational strategies based on student feedback. By embracing these strategies, educators can work towards creating a more universally impactful and appreciated translation ethics education experience for students in Saudi Arabia.

C. Correlation Between the Extent of Translation Ethics Instruction and Students' Ethical Competence

Understanding how the intensity and depth of ethics instruction align with the development of ethical competencies among students holds significant implications for the quality of translation practices and professional conduct. By examining the effectiveness of ethics education through the correlation of these two variables, the study aimed to contribute valuable insights to the ongoing discourse on enhancing the ethical preparedness of future translators within educational settings.

The results generated a Spearman rho coefficient of -0.77 and the corresponding t -value of -4.59 at infinitum degrees of freedom in the test for the correlation between the extent of translation ethics instruction and students' ethical competence which reveals a significant negative correlation. This implies that as the extent of translation ethics instruction increases, students' ethical competence tends to decrease. In the context of Saudi Universities and their translation education, this unexpected result could be attributed to various factors. Firstly, the lower rating for the incorporation of translation ethics in course objectives (3.16) might indicate a potential misalignment between stated objectives and the actual integration of ethical content. This discrepancy may contribute to students perceiving a lack of congruence between what is intended to be taught and their actual ethical competence. Additionally, the lower impact rating (2.93) for the overall impact of translation ethics education on students' ethical awareness and decision-making capabilities, despite the moderately integrated curriculum, suggests a need for refinement. This could indicate that the current instructional methods might not be sufficiently engaging or fail to resonate with students, impacting their ethical competence negatively.

To address these implications, Saudi Universities can consider adopting best practices. They could enhance the integration of translation ethics by revising course objectives to ensure explicit alignment with real-world ethical challenges, promoting interactive and engaging instructional methods, and fostering regular assessments that authentically measure ethical competencies. Emphasizing the practical application of ethical principles in assignments, case studies, and simulations could further bridge the gap between theoretical knowledge and its real-world relevance.

Additionally, seeking feedback from alumni regarding the practical implications of translation ethics in their careers can inform curriculum improvements. By implementing these best practices, Saudi Universities can work towards a more congruent and impactful translation ethics education, aligning course content with intended outcomes and positively influencing students' ethical competence.

V. CONCLUSION

To enhance the integration of translation ethics within Saudi Universities' Translation Curriculum, a multifaceted policy framework and action plan are recommended.

First and foremost, there is a need for a thorough review and alignment of course objectives related to translation ethics across programs, ensuring they resonate with real-world ethical challenges faced by translators. Establishing a unified and transparent integration strategy is crucial; guidelines should be developed to help faculty seamlessly embed ethical considerations in different course components. The promotion of interactive instructional methods, including discussions, case studies, and simulations, should be encouraged through faculty development initiatives. A systematic approach to regular and authentic assessments of students' ethical competencies is essential, with assessments designed to mirror real-world ethical dilemmas. Also, emphasizing the practical application of ethical principles in assignments and projects will bridge the gap between theoretical knowledge and its practical relevance. Engaging with alumni for feedback on the practical implications of translation ethics in their careers is invaluable, informing ongoing curriculum improvements. Faculty development programs should be implemented to keep instructors abreast of best practices, emerging ethical challenges, and effective instructional methodologies. Collaboration between universities and industry professionals should be fostered, providing students with diverse perspectives and practical insights. A continuous curriculum review process, facilitated by a dedicated committee, will ensure that the translation ethics curriculum remains dynamic and aligned with industry standards. Lastly, clear communication of learning outcomes related to translation ethics is essential for transparency and goal alignment.

Through the implementation of comprehensive policies and strategic action plans, Saudi universities can significantly enhance the efficacy of translation ethics education. This proactive approach aims to cultivate a heightened sense of ethical awareness and foster advanced decision-making capabilities among students within the continually evolving professional landscape of translation. Such measures are designed to address the multifaceted challenges presented by the dynamic and interconnected global realm of translation. By tailoring educational initiatives to align with the demands of the contemporary translation profession, universities can play a pivotal role in equipping students with the ethical competencies needed to navigate the complexities of the ever-changing translation landscape. This approach not only responds to current challenges but also positions students to thrive in the diverse and dynamic global context of translation.

ACKNOWLEDGEMENTS

This research received grant no. (5/2023) from the Arab Observatory for Translation (an affiliate of ALECSO), which is supported by the Literature, Publishing & Translation Commission in Saudi Arabia.

REFERENCES

- [1] Al-Amer, R., Ramjan, L., Glew, P., Darwish, M., & Salamonson, Y. (2016). Language translation challenges with Arabic speakers participating in qualitative research studies. *International journal of nursing studies*, 54, 150-157.
- [2] Alahmmari, A. Y., & DipOdp, B. S. N. (2016). *Exploring cultural barriers to effective communication between expatriate nurses and patients in the Kingdom of Saudi Arabia*. Monash University.
- [3] Alshaikh, N. (2022). Problems of Translating Legal Contracts: Perspectives of Saudi Translation Students. *J. Pol. & L.*, 15, 50.
- [4] Alenezi, A. (2016). *Development of translation curricula at undergraduate translation courses in Saudi universities: exploring student needs and market demands* (Doctoral dissertation, University of Leicester).
- [5] Alonzo, D., Bejano, J., & Labad, V. (2023). Alignment between Teachers' Assessment Practices and Principles of Outcomes-Based Education in the Context of Philippine Education Reform. *International Journal of Instruction*, 16(1), 489-506. Retrieved from <https://e-iji.net/ats/index.php/pub/article/view/205>
- [6] Asiri, E. A. S. (2022). *Developing a code of ethics for professional translation in Saudi Arabia: a survey of translators' perceptions* (Doctoral dissertation, Macquarie University).
- [7] Baker, M. (2013). *Ethics in the Translation and Interpreting Curriculum. Surveying and Rethinking the Pedagogical Landscape*. Report commissioned by the Higher Education Academy. <https://www.monabaker.org/2015/11/15/ethics-in-the-translation-and-interpreting-curriculum/>
- [8] Carless, D. (2023). Teacher feedback literacy, feedback regimes and iterative change: towards enhanced value in feedback processes. *Higher Education Research & Development*, 1-15.
- [9] Chesterman, A. (2018). *Translation ethics. A history of modern translation knowledge*, John Benjamins Translation Library, 443-448.
- [10] Cristea, T., Snijders, C., Matzat, U., & Kleingeld, A. (2023). Unobtrusive measurement of self-regulated learning: A clickstream-based multi-dimensional scale. *Education and Information Technologies*, 1-30.
- [11] Drugan, J. (2017). Ethics and social responsibility in practice: Interpreters and translators engaging with and beyond the professions. *The Translator*, 23(2), 126-142.
- [12] Drugan, J., & Tipton, R. (2017). Translation, ethics and social responsibility. *The translator*, 23(2), 119-125.
- [13] Enríquez Raído, V., Crezee, I., & Ridgeway, Q. (2020). Professional, ethical, and policy dimensions of public service interpreting and translation in New Zealand. *Translation and Interpreting Studies*, 15(1), 15-35.
- [14] Floros, G. (2020). Ethics in translator and interpreter education. *The Routledge handbook of translation and ethics*, 338-350.
- [15] Grami, G. M. A. (2010). *The effects of integrating peer feedback into university-level ESL writing curriculum: A comparative study in a Saudi context* (Doctoral dissertation, Newcastle University).
- [16] Ha, N. T. N. (2022). The involvement of industry professionals and barriers to involvement in work-integrated learning: the case of the profession-oriented higher education framework in Vietnam. *Journal of Education and Work*, 35(1), 92-107.
- [17] Hartman, E., Kiely, R. C., Friedrichs, J., & Boettcher, C. (2023). *Community-based global learning: The theory and practice of ethical engagement at home and abroad*. Taylor & Francis.
- [18] Kaya, A., & Boz, İ. (2023). Effects of the Case-Based Learning Approach on the Ethical Sensitivity of Nursing Students: An Experimental Study. *Türkiye Klinikleri Journal of Medical Ethics-Law & History / Türkiye klinikleri tıp Etiği, Hukuku ve Tarihi Dergisi*, 31(1), 60.
- [19] Khasawneh, A. J., Khasawneh, M. A. S., Al-Sarhan, K. E., & Alkhalwaldeh, M. A. (2023). Assessment of the Perspectives of Experts on the Evolution of Translation Education in the 21ST Century. *Migration Letters*, 20(S2), 894-908.
- [20] Khasawneh, D. M. A. S. (2024). Addressing Perspectives of Critical Stakeholders on Integrating Internship Programs in Translation Curriculum for Enhancing Practical Skills and Industry Connection. *Migration Letters*, 21(S3), 1-26.
- [21] Koskinen, K., & Pokorn, N. K. (2020). Ethics and translation: An introduction. In *The Routledge Handbook of Translation and Ethics* (pp. 1-10). Routledge.
- [22] Lambert, J. (2023). *Translation Ethics*. Taylor & Francis.
- [23] Li, X., & Li, Y. (2023). Individualized and innovation-centered general education in a Chinese STEM University. *Education Sciences*, 13(8), 846. <https://doi.org/10.3390/educsci13080846>
- [24] Liang Y., Li, Y. & Sang Z. (2023). A Study on Peer Mediation in Dynamic Assessment of Translation Revision Competence, *Language Assessment Quarterly*, 20:1, 108-126, DOI: 10.1080/15434303.2022.2153050
- [25] Lim, W. M., O'Connor, P., Nair, S., Soleimani, S., & Rasul, T. (2023). A foundational theory of ethical decision-making: The case of marketing professionals. *Journal of Business Research*, 158, 113579, 1-14. <https://doi.org/10.1016/j.jbusres.2022.113579>
- [26] London, M., Sessa, V. I., & Shelley, L. A. (2023). Developing self-awareness: Learning processes for self-and interpersonal growth. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 261-288.
- [27] McAlester, G. (2003). A Comment on Translation Ethics and Education. *Translation Today*, 225.
- [28] McGinness, H. T., Caldwell, P. H., Gunasekera, H., & Scott, K. M. (2020). An educational intervention to increase student engagement in feedback. *Medical Teacher*, 42(11), 1289-1297.
- [29] Moorkens, J., & Rocchi, M. (2020). Ethics in the translation industry. Teoksessa Kaisa Koivisto & Nike Pokorn (toim). *The Routledge Handbook of Translation and Ethics*. Routledge, New York, 320-337.
- [30] Muftah, M. (2023). Incorporating social responsibility into translator training through situated learning in translation projects: making room for a sustainable learning environment. *Interactive Learning Environments. Taylor & Francis Online*, 1-18.
- [31] O'Mathúna, D. P., Escartín, C. P., Roche, P., & Marlowe, J. (2020). Engaging citizen translators in disasters: Virtue ethics in response to ethical challenges. *Translation and Interpreting Studies*, 15(1), 57-79.
- [32] Owusu, G. M. Y., & Korankye, G. (2023). The state of ethical decision-making research in accounting: A retrospective assessment from 1987 to 2022. *Business Ethics, the Environment & Responsibility*, 32(2), 419-434.

- [33] Polmear, M., Volpe, E., Simmons, D. R., Clegorne, N., & Weisenfeld, D. (2022). Leveraging faculty knowledge, experience, and training for leadership education in engineering undergraduate curricula. *European Journal of Engineering Education*, 47(6), 950-969.
- [34] Pope, A. M., Finney, S. J., & Crewe, M. (2023). Evaluating the Effectiveness of an Academic Success Program: Showcasing the Importance of Theory to Practice. *Online Submission*, 6(1), 35-50.
- [35] Ray, P. P. (2023). Benchmarking, ethical alignment, and evaluation framework for conversational AI: Advancing responsible development of ChatGPT. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 3(3), 100136, 1-19.
- [36] Reiche, B. S. (2023). Tackling Grand Societal Challenges and designing consciousness-raising experiences inside and outside the classroom: An interview with global leadership educator Günter K. Stahl. In *Advances in global leadership* (pp. 243-257). Emerald Publishing Limited.
- [37] Schwimmer, M. (2018). Beyond theory and practice: Towards an ethics of translation. In *Philosophy as Translation and the Understanding of Other Cultures* (pp. 51-61). Routledge.
- [38] Tanis, C. J. (2020). The seven principles of online learning: Feedback from faculty and alumni on its importance for teaching and learning. *Research in Learning Technology*, 28.
- [39] Taufik, R., & Nurhayati, S. (2023). Character Education for Developing State Police School Students' Bhayangkara Character Philosophy in the Society 5.0 Era. *Jurnal Paedagogy*, 10(4), 944-954.
- [40] Toh, R. Q. E., Koh, K. K., Lua, J. K., Wong, R. S. M., Quah, E. L. Y., Panda, A., ... & Krishna, L. K. R. (2022). The role of mentoring, supervision, coaching, teaching and instruction on professional identity formation: a systematic scoping review. *BMC medical education*, 22(1), 1-14.
- [41] Tremblay, M. L., Rethans, J. J., & Dolmans, D. (2023). Task complexity and cognitive load in simulation-based education: A randomised trial. *Medical Education*, 57(2), 161-169.
- [42] Yehia, H. A. (2007). Translation, culture, and censorship in Saudi Arabia (1988-2006) and Iraq (1979-2005). *Masters Theses 1911 - February 2014*, ScholarWorks@UMass Amherst. University of Massachusetts Amherst, 1-98.



Mubarak Alkhatnai is a full professor at the College of Language Sciences at King Saud University in Riyadh, Saudi Arabia. He holds a PhD in applied linguistics from Indiana University of Pennsylvania, USA and another PhD in information and communication technologies from the University of Edinburgh. His research interests include CALL, translation teaching and quality, HE quality and strategic leadership.