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The Effectiveness of Arabic Language Curricula in Translation Programs at Libyan Universities: The Translation Department at the Faculty of Languages & Translation, Misratah University as a Case Study.

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Abstract:
While native language proficiency (L1) is undeniably crucial for producing high-quality translations, it is often overlooked in translation training programs. Effective native language training forms a fundamental part of translator education, especially in contexts where most translation work occurs between English and Arabic. This study aims to evaluate the effectiveness of Arabic language curricula in translation programs at Libyan universities, focusing on the translation department at the Faculty of Languages and Translation at Misurata University. A mixed-methods case study approach was used, combining student surveys, instructor interviews, and a diagnostic task. Results indicate that although Arabic courses give students a solid foundation in grammar and basic writing skills, they fall short in fostering advanced stylistic control, revision abilities, and exposure to specialized genres necessary for professional translation. Instructors emphasize the need for more practical and task-based teaching methods. Recommendations include revising curricula through constructive alignment, incorporating Arabic-for-special-purposes modules, updating assessment methods, and enhancing collaboration with the translation industry. This study adds to ongoing discussions about translator training in the Arab world and offers a replicable model for assessing curriculum effectiveness in Libyan higher education.
Keywords: effectiveness, Arabic curricula, translator training, curriculum evaluation

فعالية مقررات اللغة العربية في أقسام الترجمة بالجامعات الليبية: قسم الترجمة بكلية اللغات والترجمة –جامعة مصراته –دراسة حالة.

الملخص:
تتناول هذه الدراسة فعالية مناهج اللغة العربية في برامج الترجمة في الجامعات الليبية، مع التركيز على قسم الترجمة بكلية اللغات والترجمة بجامعة مصراته. وعلى الرغم من الاهمية المحورية لإتقان اللغة الام لإنتاج ترجمة عالية الجودة، الا ان تدريب الطلبة على مهارات اللغة العربية لا يحظى بالاهتمام الكافي في برامج اعداد المترجمين، فاعتمدت الدراسة منهجية مختلطة شملت استبيانات للطلبة ومقابلات مع اعضاء هيئة التدريس واختبارا لقياس أداء الطلبة.
اظهرت النتائج ان المقررات الحالية توفر الاساس الجيد في القواعد والتعبير الاساسي، التي لا تسهم بفاعلية في تنمية المهارات الاسلوبية المتقدمة ومهارات المراجعة والتعامل مع النصوص المتخصصة. اوصت الدراسة بإعادة النظر في مناهج اللغة العربية واعادة تصميمها وفق المواءمة البنائية وادراج مقررات العربية لأغراض الترجمة والتطوير من اساليب التقويم وتعزيز الارتباط بسوق العمل، كما تقدم الدراسة نموذجا تطبيقيا لتقييم فاعلية مناهج اعداد المترجمين وفق السياق الليبي.
الكلمات الافتتاحية: فعالية، مقررات اللغة العربية، تدريب المترجم، تقييم المقررات.

1. Introduction:

In the translation field, mastery of the mother tongue (L1) is widely regarded as the foundation of high-quality translation. A translator's ability to produce accurate, natural, and idiomatic texts in L1 rests not only on their comprehension of the source language (L2) but also on their proficiency in their native language. However, many translation programs see the development of L1 skills happens by default, as it is assumed that students have already mastered their mother tongue. This misconception can lead to serious limitations, including poor grammar, limited vocabulary, weak stylistic control, and a lack of cultural nuance in translations.

In fact, translation is a skill that requires mastery of at least two languages, but researchers consistently emphasize that mastery of the native language is essential for producing accurate, stylistically appropriate, and professional-looking translations (Hatem & Mason, 1990; Baker, 2011). For Libyan universities, proficiency in the Arabic language is of paramount importance, as most translation graduates will be required to produce texts in Modern Standard Arabic in a range of professional fields, from legal and administrative translation to media, business, and scientific communications.

In addition, Libyan universities have set up translation departments since the late twentieth century, reflecting the growing need for qualified translators. However, anecdotal evidence suggests that graduates often demonstrate weaknesses in Arabic writing and editing, even after four years of study. This raises important questions about the effectiveness of Arabic language curricula in translation programs.

2. Statement of the Problem:

Arabic language curricula in translation programs tend to focus on grammar and general writing skills, neglecting higher-order skills such as stylistics, coherence, stylistic diversity, editing, and adaptation to specialized contexts. This deficiency threatens to produce graduates with basic linguistic competence but who are not adequately prepared for the demands of accurate professional translation.

3. Objectives of the Study:

The study seeks to:

1. Study the effectiveness of the Arabic language curriculum at Misrata University in preparing students for careers in translation.
2. Evaluate the extent to which teaching methods and assessments achieve the desired learning outcomes.
3. Survey student and faculty opinions on the effectiveness of the curriculum.
4. Provide recommendations for curriculum reform and improvement of teaching methods.

4. Research Questions:

1. How effective is the Arabic curriculum in developing translation-related competencies?
1. Do the teaching and assessment methods support constructive alignment with the desired outcomes?
2. What are the opinions of students and teachers regarding the effectiveness of the curriculum?
3. What reforms could enhance the effectiveness of the Arabic curriculum in translation departments?

5. Significance of the Study:

This study is significant because it seeks to address a gap in translation education curricula within the Libyan context. Through a systematic assessment of effectiveness, the study informs curriculum

designers, educators, and policymakers. It also strengthens the link between academic training and the professional translation market, ultimately benefiting students and society.

6. Literature Review:

6.1 Curriculum Effectiveness and Mother Tongue Competence in Translation Education:

The role of the mother tongue (L1) in translation has long been considered a cornerstone of professional competence in the translation field. Newmark (1988) stresses that translation into the mother tongue typically produces texts that are more fluid, eloquent, and culturally appropriate. This is because translators possess an intuitive understanding of subtle linguistic nuances, style, and grammar. Similarly, Nord (1997) emphasizes that a high level of native language proficiency enables translators to effectively adapt texts to the target audience while maintaining functional equivalence.

Despite this theoretical consensus, translation programs—particularly in non-Western contexts—often prioritize second language proficiency over the systematic development of the native language. This imbalance is frequently justified by the assumption that native speakers are inherently competent in their mother tongue. However, curriculum studies challenge this assumption, asserting that curriculum effectiveness is measured by the extent to which learning outcomes are achieved through coherent design, appropriate teaching methods, and effective assessment practices (Ornstein and Hankins, 2018). Therefore, in the field of translation education, effective curricula should address advanced writing, stylistic awareness, and rhetorical competence in the target language, rather than focusing solely on grammatical correctness.

6.2 Constructive Alignment and Translation-Oriented Language Instruction:

The constructive alignment model, as proposed by Biggs (1999), offers a useful perspective for evaluating Arabic language teaching within translation programs. This model emphasizes the alignment of desired learning outcomes with teaching activities and assessment tasks, ensuring that all teaching elements contribute directly to achieving the required competencies.

When applying this model to translation education, constructive alignment means that Arabic language units must be explicitly designed to support translation practice. Instead of treating grammar, morphology, and rhetoric as separate subjects, these elements should be integrated into translation-oriented tasks that require students to produce accurate, coherent, and stylistically appropriate target texts.

Empirical research indicates that many translation students struggle with native language writing skills, particularly at the discourse and stylistic levels. Hatem and Mason (1997) argue that weaknesses in native language writing—such as limited lexical variety, poor cohesion, and grammatical interference—directly and negatively affect translation quality.

These issues are often manifested in excessive literalism and unnatural phrasing, commonly described as *translationese* (Gellerstam, 1986). In Arabic-speaking contexts, these issues are exacerbated by diglossia, where students may be proficient in spoken Arabic but lack sufficient competence in formal writing styles.

6.3 Developing Arabic Language Competence within Translator Training:

Modern educational approaches emphasize the need to integrate language development with translation practice. Kirali (2000) advocates for a learner-centered and socially interactive teaching approach, where students effectively build their translation competence through realistic tasks, collaboration, and reflective practice. In this context, the teaching of Arabic should be closely linked to translation activities, enabling students to apply linguistic knowledge in meaningful contexts.

Research suggests that educational interventions such as academic writing workshops, guided stylistic analysis, and exposure to high-quality Arabic texts can greatly enhance students' writing proficiency and stylistic awareness (Kelly, 2005).

These activities help students move beyond rule-based knowledge towards flexible and context-sensitive language use. Furthermore, comparative analysis between Arabic and foreign languages has been shown to reduce passive transference and increase awareness of structural and rhetorical differences (Dickens et al., 2016).

Researchers emphasize that Arabic language instruction in translation programs should focus on the production, review, and editing of texts, rather than simply passively acquiring knowledge of grammar. This approach aligns with professional translation practices, where translators are expected to produce polished translations that meet the requirements of the literary genre and the target audience.

6.4 Arabic Instruction in Arab Translation Programs:

The Arabic language presents unique challenges in translator education due to its dual nature, which is characterized by the coexistence of Modern Standard Arabic and regional dialects (Ferguson, 1959). While dialects dominate everyday communication, professional translation requires mastery of the formal registers of Standard Arabic, including academic, legal, media and technical styles

Several studies in Arabic-speaking contexts have highlighted the gap between students' proficiency in spoken Arabic and their ability to produce well-structured written texts in Modern Standard Arabic. Students often struggle with vocabulary selection, coherence, stylistic choice, and rhetorical organization, particularly when translating specialized or formal texts. These difficulties are exacerbated by their limited knowledge of original Arabic texts and their inadequate practice of academic and professional writing.

Furthermore, the additional challenges facing translation students are the rich rhetorical tradition of Arabic—characterized by elaborate stylistic devices and genre-specific conventions. Dickens et al. (2016) argue that translator training programs should address rhetorical awareness and stylistic flexibility, enabling students to adapt Arabic expression to different communicative contexts rather than relying on rigid or stereotypical structures.

6.5 The Libyan Context: Challenges in Arabic Language Instruction for Translation:

The challenges associated with teaching Arabic as a mother tongue in translation programs are particularly prominent in Libya. Like many Arab societies, Libya has a strong bilingual environment, where spoken dialects differ considerably from written Modern Standard Arabic (Ferguson, 1959; Al-Mahdi, 2018).

This linguistic reality complicates the process of developing advanced proficiency in standard Arabic, especially in the academic and professional registers required for high-quality translation. Empirical studies conducted at Libyan universities consistently indicate weaknesses in students' Arabic writing skills. Salem (2016) found that translation students often struggle with paragraph coherence, vocabulary repetition, and stylistic inconsistency. Similarly, Al-Baghdadi (2021) showed that many errors in Arabic translation outputs stem from inadequate stylistic control and awareness of the linguistic register rather than a misunderstanding of the original text.

Curriculum analyses indicate that these problems are partly attributable to teaching practices. Al-Mahdi and Abu-Risha (2020) note that translation programs in Libyan universities often prioritize the teaching of grammar and lexical equivalence offering limited opportunities for text production, revision, and stylistic analysis in Arabic. Teachers often assume that students, as native speakers, do not need explicit instruction in Arabic writing - an assumption that contradicts both empirical evidence and educational research.

Additionally, the increasing dominance of English as the language of instruction in higher education has led some students to acquire stronger academic skills in English compared to Arabic. This imbalance may lead to the internalization of English rhetorical patterns and an increased influence of the source language in Arabic translations (Al-Jabali & Badawi, 1996). These challenges are exacerbated by institutional constraints, including limited resources and few opportunities for curriculum reform.

However, recent initiatives in Libyan universities – such as academic writing workshops in Arabic, peer-to-peer editing activities, and comparative language units – reflect a growing awareness of the need to strengthen mother tongue teaching in translation programs. These developments are in line with broader trends in translation teaching methods that emphasize the centrality of native language proficiency in the training of professional translators.

Furthermore, research addressing the Libyan context remains scarce, with few studies integrating curriculum analysis with empirical data on students' actual performance in translation.

This study seeks to address these gaps by presenting applied and context-sensitive research on the effectiveness of Arabic language curricula in preparing translation students at Misurata University for professional practice. By combining student perceptions, faculty assessments, and performance-based translation test results, the study provides a comprehensive evaluation of the strengths and weaknesses of the curriculum.

7. Methodology:

7.1 Research Design:

The study employs a case study design with a convergent mixed-methods approach. This design combines qualitative insights (interviews, focus groups, document analysis) with quantitative measures (surveys, diagnostic tasks) to provide a comprehensive understanding of curriculum effectiveness.

7.2 Setting and Participants:

The study was conducted at the Translation Department, Faculty of Languages & Translation, Misratah University. Participants included:

- Students: 33 students across four academic years.
- Instructors: 04 instructors of Arabic and translation courses.

7.3 Instruments:

1. Student Survey: Likert-scale and open-ended questions on curriculum effectiveness, teaching practices, and assessment.
2. Interviews/Focus Groups: Conducted with instructors to gather qualitative insights.
3. Diagnostic Task: A translation test was conducted to assess grammar, cohesion, stylistics, and revision skills.

8. Data Analysis:

The data were processed using the Statistical Package for the Social Sciences (SPSS.26). Statistics were used to examine and analyze the data obtained from the research sample's responses, focusing primarily on mean, percentage, frequency, standard deviation, and graphical figures. The relative weights of the research sample's responses were also calculated, along with the chi-square test and Fisher's Exact Test.

8.1 Demographic Information:

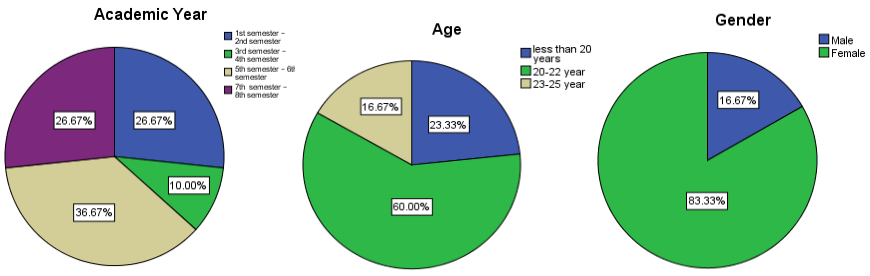
A sample of (33) students was collected, and three were excluded from the two studies due to insufficient information. Through a descriptive analysis of the research data shown in Table (1) and Figure, it was found that the majority of students (37%) were in the fifth and sixth grades, (27%) were in the seventh and eighth grades, (27%) were in the fifth and sixth grades, and the remaining (10%) were in the third and

fourth grades. The majority of students were female (83%) and (17%) were male. Regarding the age variable, the students were divided into three groups: the first group included students aged (less than 20 years), the second group included students aged (20 to 22 years), and the third group included students aged (23 to 25 years). It was found that the majority of students (60%) were aged between (20) and (22) years.

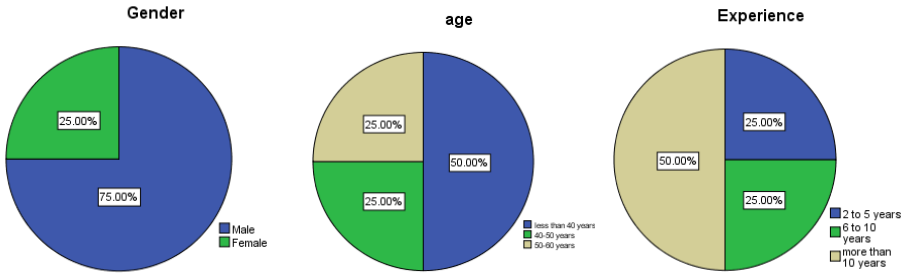
A sample of four faculty members was collected. Through descriptive analysis of the research data shown in Table (1) and Figure, it was found that the majority of faculty members, (75%), were male, and (25%) were female. Regarding the age variable, it was found that half of the faculty members (50%), were under (40) years, (25%) were (40-50) years, and (25%) were (50-60) years. Regarding the experience variable, half of the faculty members (50%), had more than 10 years of experience, (25%) had (2-5) years of experience, and (25%) had (6-10) years of experience.

Table.1: Demographic Data of students & Faculty members

students			Faculty members		
Gender	**Frequency**	**Percent**	**Gender**	**Frequency**	**Percent**
Male	5	16.7	Male	3	75.0
Female	25	83.3	Female	1	25.0
Total	30	100	Total	4	100.0
Age	**Frequency**	**Percent**	**Age**	**Frequency**	**Percent**
less than 20 years	7	23.3	less than 40 years	2	50.0
20-22 year	18	60	40-50 years	1	25.0
23-25 year	5	16.7	50-60 years	1	25.0
Total	30	100	Total	4	100
Academic Year	**Frequency**	**Percent**	**Experience**	**Frequency**	**Percent**
1st semester – 2nd semester	8	26.7	2 to 5 years	1	25.0
3rd semester – 4th semester	3	10	6 to 10 years	1	25.0
5th semester – 6th semester	11	36.7	more than 10 years	2	50.0
7th semester – 8th semester	8	26.7	Total	4	100
Total	30	100			



Demographic Data of students



Demographic Data of Faculty members

8.2 Analysis and Interpretation of the Results Regarding the Effectiveness of Arabic Language Curricula in Developing Translation-Related Competencies:

This section presents the results of an evaluation of the effectiveness of Arabic language curricula at Misurata University in preparing students for translation work, from the perspectives of students and faculty members. These results were evaluated from several aspects, as outlined below:

8.2.1 The Effectiveness of Arabic Language Curricula in Developing Translation-Related Competencies from Students' Perspectives:

Self -Assessment of Arabic Language Proficiency: When students were asked about their self-assessment of their Arabic language proficiency, the results in Table (2) revealed that their self-assessment of Arabic language proficiency was below average, with a relative weight of (55%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that students are not improving their Arabic language proficiency in developing their translation-related competencies.

-Arabic Language Courses Cover Topics Related to Translation Studies: When students were asked about the coverage of Arabic language courses on topics related to translation studies, the results in Table (2) revealed that Arabic language courses cover topics related to translation studies at an average level, with a relative weight of (69%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that Arabic language courses do not adequately cover topics related to translation studies.

Modernity and Compatibility with Modern Translation Requirements: When students were asked whether the course content was up-to-date and compatible with modern translation requirements, the results in Table (2) revealed that the course content was up-to-date and compatible with modern translation requirements at an average level, with a relative weight of (66%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that students do not consider the course content to be sufficiently up-to-date and compatible with modern translation requirements.

The most beneficial areas of Arabic language study for translation: When students were asked about the most beneficial areas of Arabic language study for translation, the results of Table (2) revealed that dictionaries and terminology were among the most beneficial areas of Arabic language study for translation, receiving the highest percentage of responses, at (37%). Morphology and syntax followed, with (27%) of the responses. Creative writing came in third place, with (17%). Rhetoric and stylistics came in fourth place, with (13%). Finally, rhetoric, stylistics, and Arabic technical writing came in last, with (7%). There was no significant difference (p-value>0.05) between the students' responses.

Arabic language units and their impact on translation accuracy: When students were asked about Arabic language units that help me improve translation accuracy, the results of Table (2) revealed that Arabic language units greatly helped students improve translation accuracy, with a relative weight of (76%) and a significant difference (p-value<0.05) between the students' responses. This result indicates that students believe that Arabic language units help them improve their translation accuracy to a high level.

Arabic *language units and their impact on writing style:* When students were asked about Arabic language units improving their writing style and coherence, the results of Table (2) show that the Arabic language units greatly helped students improve their writing style and coherence, with a relative weight of (74%)

and a significant difference (p-value <0.05) between the students' responses. This result indicates that students believe that Arabic language units help them improve their writing style and coherence to a high level.

Arabic language content units in high school: When students were asked about the frequency of Arabic language content units in high school, the results of Table (2) show that the frequency of Arabic language content units in high school was at a high level, with a relative weight of (75%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that students believe that there is a high degree of repetition in Arabic language content units in high school.

Translation Skills After Completing Arabic Language Courses: When students were asked whether their translation skills improved after completing Arabic language courses, the results in Table (2) revealed that students' translation skills improved at an average level after completing Arabic language courses, with a relative weight of (66%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that students' translation skills improved after completing Arabic language courses.

8.2.2 The Effectiveness of the Arabic Language Curricula at Misurata University in Preparing Students for Translation Work from the Faculty's Perspective:

The curriculum prepares students for professional translation work: From the faculty members' perspective, it was evident that the curriculum prepared students for professional translation work to a high level, with a relative weight of (75%) and a significant difference (p-value <0.05) among faculty members' responses, the results in Table (3). This result indicates that faculty members believe the curriculum contributed to a high degree of preparing students for professional translation work.

Students graduating from the program are adequately prepared for the translation profession and for applying their Arabic language knowledge to translation tasks: When faculty members were asked whether students graduating from the program were adequately prepared for the translation profession, the results in Table (3) revealed that students graduating from the program were highly prepared for the translation profession and for applying their Arabic language knowledge to translation tasks at a high level, with a relative weight of (75%) and a significant difference (p-value <0.05) between faculty members' responses.

Main strengths and weaknesses of the curriculum: The results indicated that the main strengths of the curriculum, from the faculty members' perspective, were that grammar and morphology were considered strong and sufficient, the development of written and oral translation skills, enhancing familiarity with Arabic grammar and style, developing the ability to understand foreign texts, and expanding students' linguistic and terminological knowledge. The main weaknesses of the curriculum, from the faculty members' perspective, were the application of what was taught, weak practical application, lack of training in specialized texts, and failure to keep up with modern terminology.

Table (2): Results of the Effectiveness of Arabic Language Curricula in Developing Translation-Related Competencies from the Students' Perspective

	Response	Frequency	Percent	Mean	Std. Deviation	Relative Weigth	p-value
self-rated Arabic proficiency	Weak	1	3.3	2.2	0.484	0.55	0000.
	Average	22	73.3				
	Strong	7	23.3				
	Total	30	100				
	Strong Disagree	3	10	2.77	0.817	0.69	0000.

	Response	Frequency	Percent	Mean	Std. Deviation	Relative Weigth	p-value
The Arabic Language courses cover topics relevant to translation studies	Disagree	5	16.7				
	Agree	18	60				
	Strong Agree	4	13.3				
	Total	30	100				
The course content is updated and aligned with modern translation requirements	Strong Disagree	2	6.7	2.63	0.669	0.66	0000.
	Disagree	8	26.7				
	Agree	19	63.3				
	Strong Agree	1	3.3				
	Total	30	100				
Which areas of Arabic language study are most helpful for translation?	Morphology & Syntax	8	26.7				0.376
	Lexicography & Terminology	11	36.7				
	Rhetoric & Stylistics	4	13.3				
	Rhetoric,Stylistics & And Arabic technical writing	2	6.7				
	Creative Writing	5	16.7				
	Total	30	100				
Arabic modules help me improve translation accuracy	Strong Disagree	1	3.3	3.03	0.85	0.76	0.027
	Disagree	7	23.3				
	Agree	12	40				
	Strong Agree	10	33.3				
	Total	30	100				
Arabic modules improve my writing style and cohesion	Strong Disagree	1	3.3	2.97	0.85	0.74	0.036
	Disagree	8	26.7				
	Agree	12	40				
	Strong Agree	9	30				
	Total	30	100				
The modules repeat content from secondary school Arabic	Strong Disagree	1	3.3	3	0.871	0.75	0.043
	Disagree	8	26.7				
	Agree	11	36.7				
	Strong Agree	10	33.3				
	Total	30	100				
My translation skills have improved after completing the Arabic Language courses	Strong Disagree	3	10	2.63	0.85	0.66	0.017
	Disagree	9	30				
	Agree	14	46.7				
	Strong Agree	4	13.3				
	Total	30	100				
The curriculum prepares students for professional translation work	Strong Disagree	3	10	2.63	0.89	0.66	0.050
	Disagree	10	33.3				
	Agree	12	40				
	Strong Agree	5	16.7				
	Total	30	100				

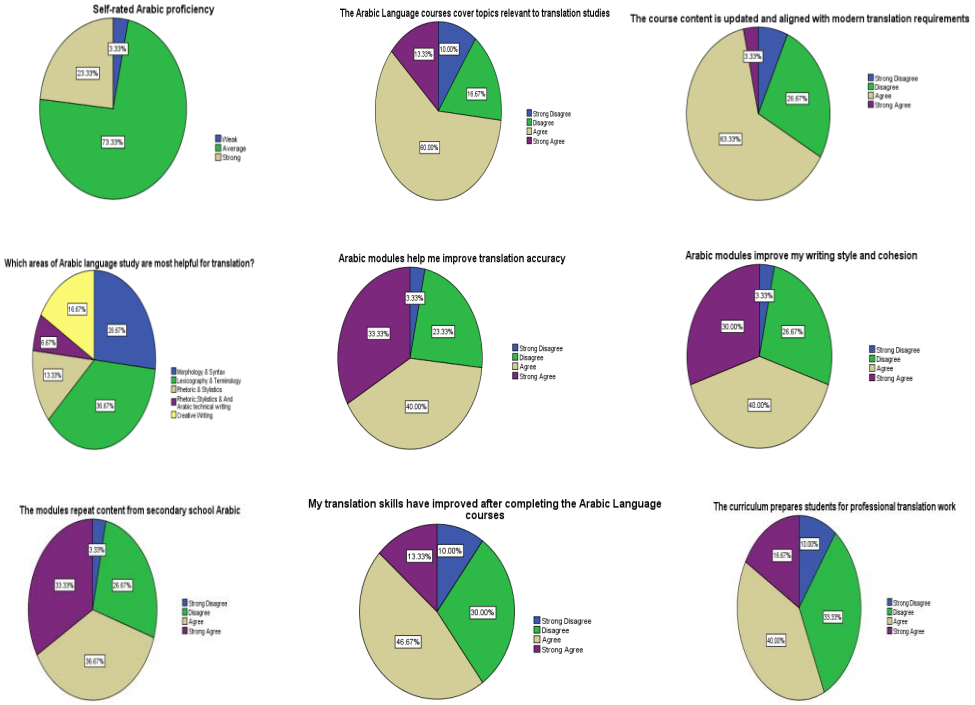
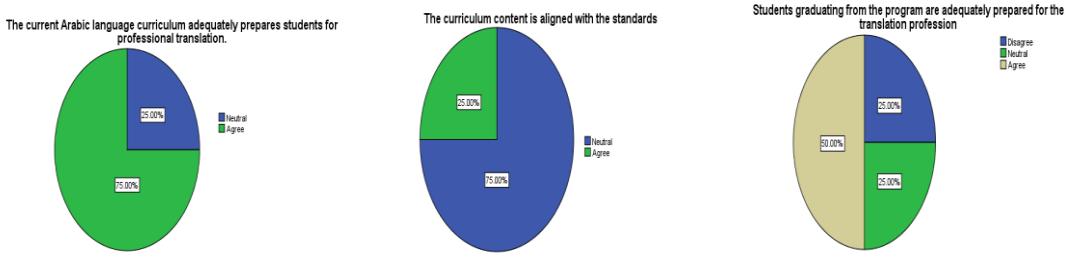


Table (03): Results of the Effectiveness (of the Arabic Language Curricula at Misurata University in Preparing Students for Translation Work from the Faculty's Perspective

	Response	Frequency	Percent	Mean	Std. Deviation	Relative Weigth	p-value
The curriculum prepares students for professional translation work	Neutral	1	25.0	2.75	0.5	0.92	0.017
	Agree	3	75.0				
	Total	4	100.0				
The curriculum content is consistent with international standards in translation studies	Neutral	3	75.0	2.25	0.5	0.75	0.012
	Agree	1	25.0				
	Total	4	100.0				
Students graduating from the program are adequately prepared for the translation profession	Disagree	1	25.0	2.25	0.9573	0.75	0.015
	Neutral	1	25.0				
	Agree	2	50.0				
	Total	4	100.0				



8.3 Teaching and Assessment Methods and the Extent to Which They Support Constructive Alignment with Desired Outcomes:

This section presents the results of teaching and assessment methods and the extent to which they support constructive alignment with desired outcomes from the perspectives of students and faculty members. These methods were evaluated from several aspects, as outlined below:

8.3.1 Teaching and Assessment Methods and the Extent to Which They Support Constructive Alignment with Desired Outcomes from the Students' Perspective:

Effectiveness of Teaching Methods in Arabic Language Courses for Translation: When students were asked about the effectiveness of teaching methods in Arabic language courses in translation, the results in Table (4) revealed that teaching methods in Arabic language courses were moderately effective in translation, with a relative weight of (64%). There was no significant difference (p-value >0.05) between students' responses. This result indicates that students believe that teaching methods in Arabic language courses are not sufficiently effective in translation.

Adequacy and usefulness of practical translation exercises: When students were asked about the adequacy and usefulness of practical translation exercises, the results in Table (4) revealed that the practical translation exercises were sufficient and useful to a high degree, with a relative weight of (74%) and a significant difference (p-value <0.05) among the students' responses. This result indicates that students believe that the practical translation exercises are sufficient and useful to a high degree.

Use of technology and electronic resources: When students were asked about the use of technology (such as computer-assisted translation tools and electronic resources) to support learning, the results in Table (4) revealed that the use of technology (such as computer-assisted translation tools and electronic resources) supported learning to a high degree, with a relative weight of (82%) and a significant difference (p-value <0.05) among the students' responses. This result indicates that students believe that the use of technology (such as computer-assisted translation tools and electronic resources) supports translation-related learning to a high degree.

Adequacy and Clarity of Feedback on Arabic Writing: When students were asked whether feedback on Arabic writing was insufficient or unclear, the results in Table (4) revealed that feedback on Arabic writing was insufficient or unclear at an average level, with a relative weight of (63%) and a significant difference (p-value <0.05) among students' responses. This result indicates that students perceive feedback on Arabic writing to be insufficient or unclear to a moderate degree.

Method of Teaching Arabic Language Units: When students were asked whether Arabic language units were taught in a way that actively engaged students, the results in Table (4) revealed that the method of teaching Arabic language units contributed to a moderate degree of student active participation, with a relative weight of (62%) and a significant difference (p-value <0.05) among students' responses. This result indicates that students believe that the method of teaching Arabic language units does not contribute significantly to student active participation.

Units focus excessively on rules/theories: When students were asked about the units' excessive focus on rules/theories, the results in Table (4) revealed that the units focused excessively on rules/theories, with a relative weight of (78%), and a significant difference (p-value <0.05) between the students' responses. This result indicates that students perceive the units to be excessively focused on rules/theories.

8.3.2 Teaching and Assessment Methods and the Extent to which They Support Constructive Alignment with Desired Outcomes, from the Perspective of Faculty Members:

Current teaching methods effectively support the development of translation skills: When faculty members were asked about the extent to which current teaching methods effectively support the development of translation skills, the results in Table (2) revealed that current teaching methods support the development of translation skills to a high degree, with a relative weight of (83%). There was no significant difference (p-value >0.05) between faculty members' responses.

Extent of Student Preparation for Translation Tasks: When faculty members were asked about the extent to which students are prepared for translation tasks, the results in Table (5) revealed that students are very well prepared for translation tasks, with a relative weight of (100%) of faculty members' responses.

Table (4): Results of teaching and assessment methods and the extent to which they support constructive alignment with desired outcomes from the students' perspective

	Response	Frequency	Percent	Mean	Std. Deviation	Relative Weigth	p-value
The teaching methods in Arabic Language courses are effective for translation tr	Strong Disagree	4	13.3	2.57	0.898	0.64	0.059
	Disagree	9	30				
	Agree	13	43.3				
	Strong Agree	4	13.3				
	Total	30	100				
Practical translation exercises are sufficient and helpful	Strong Disagree	4	13.3	2.97	0.964	0.74	0.004
	Disagree	2	6.7				
	Agree	15	50				
	Strong Agree	9	30				
	Total	30	100				
The use of technology (e.g., CAT tools, online resources) supports learning	Strong Disagree	1	3.3	3.27	0.691	0.82	0000.
	Disagree	1	3.3				
	Agree	17	56.7				
	Strong Agree	11	36.7				
	Total	30	100				
Feedback on Arabic writing is insufficient or unclear	Strong Disagree	2	6.7	2.5	0.82	0.63	0.004
	Disagree	15	50				
	Agree	9	30				
	Strong Agree	4	13.3				
	Total	30	100				
Arabic modules are taught in a way that engages students actively	Strong Disagree	5	16.7	2.47	0.86	0.62	0.006
	Disagree	8	26.7				
	Agree	15	50				
	Strong Agree	2	6.7				
	Total	30	100				
The modules focus too much on grammar/theory	Disagree	5	16.7	3.13	0.681	0.78	0.048
	Agree	16	53.3				
	Strong Agree	9	30				
	Total	30	100				

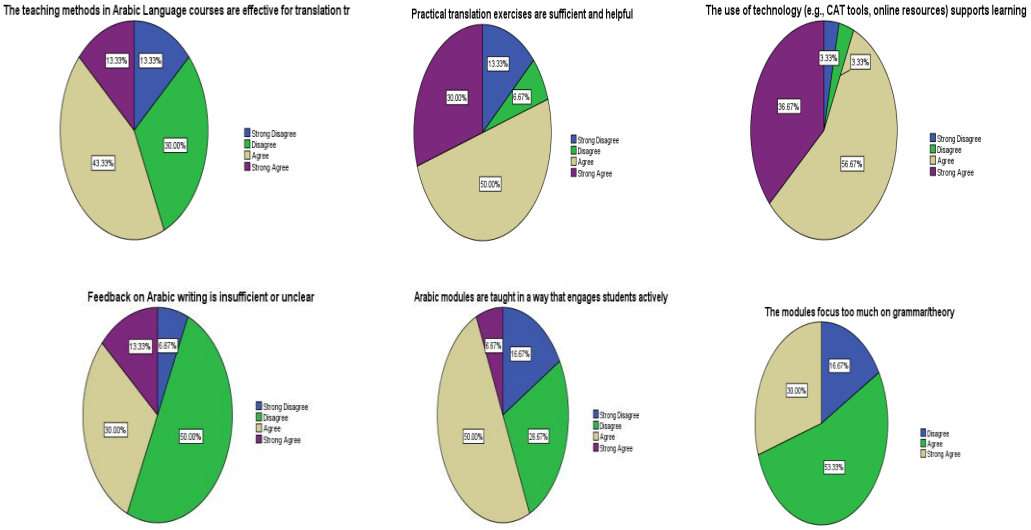
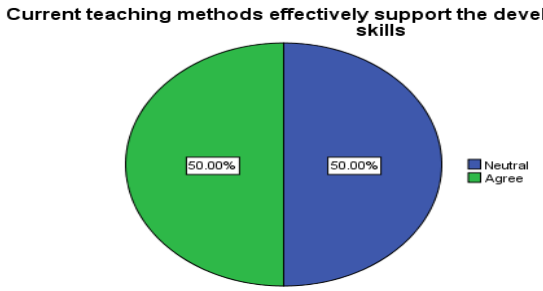


Table (5): Results of Teaching and Assessment Methods and the Extent to which They Support Constructive Alignment with Desired Outcomes, from the Perspective of Faculty Members

	Response	Frequency	Percent	Mean	Std. Deviation	Relative Weigth	p-value
Current teaching methods effectively support the development of translation skills	Neutral	2	50.0	2.5	0.57735	0.83	0.779
	Agree	2	50.0				
	Total	4	100.0				
Students graduating from the program are adequately prepared for the translation profession	Neutral	4	100.0	4	0.000	100.00	-
	Total	4	100.0				



8.4 Student and Faculty Perceptions of the Curriculum Effectiveness:

This section presents the results of student and faculty perceptions of the curriculum effectiveness, from the students' and faculty members' perspectives. These perceptions were evaluated from several aspects, as outlined below:

8.4.1 Student Perceptions of the Curriculum Effectiveness:

Extent of Motivation of Arabic Language Modules: When students were asked about whether they found Arabic language modules less motivating than translation courses, the results in Table (6) revealed that the Arabic language modules were less motivating than translation courses at an average level, with a relative weight of (68%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that students find Arabic language modules less motivating than translation courses to a moderate degree

Arabic Language Courses Cover Topics Related to Translation Studies: When students were asked about the coverage of Arabic language courses on topics relevant to translation studies, the results in Table (6) revealed that the Arabic language courses covered topics relevant to translation studies at an average level, with a relative weight of (69%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that Arabic language courses do not adequately cover topics relevant to translation studies

Arabic language units and their effects on translation accuracy: When students were asked about the Arabic language units helping them improve translation accuracy, the results in Table (6) reveal that the Arabic language units greatly helped students improve translation accuracy, with a relative weight of (76%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that students believe that the Arabic language units help them improve translation accuracy to a high level

Translation skills after completing Arabic language courses: When students were asked about their improved translation skills after completing Arabic language courses, the results in Table (6) reveal that students' translation skills improved after completing Arabic language courses to an average level, with a relative weight of (66%) and a significant difference (p-value <0.05) between the students' responses. This result indicates that students' translation skills improved after completing Arabic language courses.

8.4.2 Teachers' Perceptions of Curriculum Effectiveness:

Topics that Should Be Added or Deleted from the Curriculum: When faculty members were asked whether there were topics they felt should be added, (75%) responded that there were topics that should be added and that would be of great benefit, particularly in Arabic language and public speaking. (25%) responded that there were no topics that should be added. There was no significant difference (p-value >0.05) between students' responses.

Main strengths and weaknesses of the curriculum:

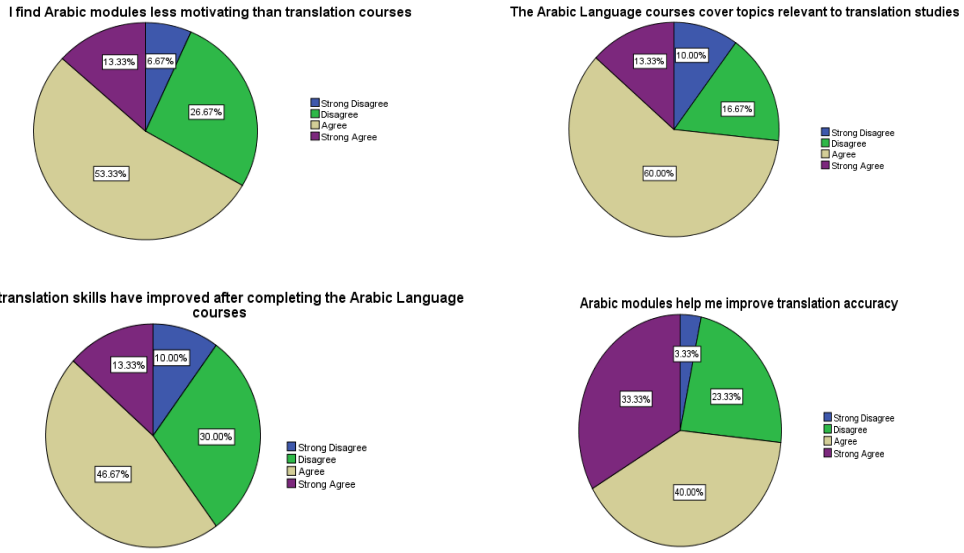
The results showed that the main strengths of the curriculum, from the faculty members' perspective, were strong and sufficient grammar and morphology; developing written and oral translation skills; enhancing familiarity with Arabic grammar and style; developing the ability to understand foreign texts; and expanding students' linguistic and terminological knowledge.

The main weaknesses of the curriculum, from the faculty members' perspective, were the application of what was taught, weak practical application, lack of training in specialized texts, and failure to keep up with modern terminology. Educational resources or methods that enhance the curriculum: When faculty members were asked about the educational resources or methods they believed could enhance the curriculum, their answers included the following points:

1. Practical applications during lectures.
2. A combined approach to presentation and application, not just presentation.
3. Assigning students to real translation projects (articles, films, advertisements, etc.
4. Comparative analysis of texts, examining the nuances of Arabic and a foreign language.
5. Stylistic and rhetorical analysis of texts, training students to understand rhetorical intentions.
6. Imitation and back-translation, translating a text into a foreign language and then returning it.

Table 6: Results of students' perceptions of the effectiveness of the curricula

		Frequency	Percent	Mean	Std. Deviation	Relative Weigth	p-value
I find Arabic modules less motivating than translation courses	Strong Disagree	2	6.7	2.73	0.785	0.68	0.001
	Disagree	8	26.7				
	Agree	16	53.3				
	Strong Agree	4	13.3				
	Total	30	100				
The Arabic Language courses cover topics relevant to translation studies	Strong Disagree	3	10	2.77	0.817	0.69	0000.
	Disagree	5	16.7				
	Agree	18	60				
	Strong Agree	4	13.3				
	Total	30	100				
Arabic modules help me improve translation accuracy	Strong Disagree	1	3.3	3.03	0.85	0.76	0.027
	Disagree	7	23.3				
	Agree	12	40				
	Strong Agree	10	33.3				
	Total	30	100				
My translation skills have improved after completing the Arabic Language courses	Strong Disagree	3	10	2.63	0.85	0.66	0.017
	Disagree	9	30				
	Agree	14	46.7				
	Strong Agree	4	13.3				
	Total	30	100				



8.5 'Improving Teaching Practices from the Students Perspective:

The Method of Teaching Arabic Language Units: When students were asked whether Arabic language units are taught in a way that actively engages students, the results in Table (7) revealed that the method of teaching Arabic language units contributes moderately to active student participation, with a relative weight of (62%) and a significant difference (p-value <0.05) between student responses. This result indicates that students believe that the method of teaching Arabic language units does not contribute significantly to actively engaging students.

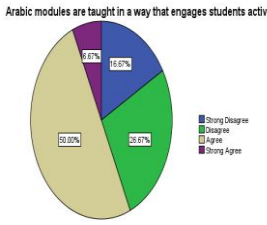
The Units Focus Excessively on Grammar/Theory: When students were asked whether the units focus excessively on grammar/theory, the results in Table (7) revealed that the units focus excessively on grammar/theory, with a relative weight of (78%) and a significant difference (p-value <0.05) between student responses. This result indicates that students believe the units focus excessively on grammar/theory. Adequacy and Clarity of Feedback on Arabic Writing: When students were asked about whether feedback on Arabic writing was insufficient or unclear, the results in Table (7) revealed that feedback on Arabic writing was insufficient or unclear at an average level, with a relative weight of (63%) and a significant difference (p-value <0.05) among students' responses. This result indicates that students perceive feedback on Arabic writing to be insufficient or unclear to a moderate degree.

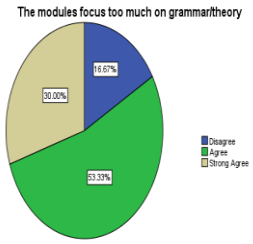
Use of Technology and Electronic Resources: When students were asked about the use of technology (such as computer-assisted translation tools and electronic resources) to support learning, the results in Table (7) revealed that the use of technology (such as computer-assisted translation tools and electronic resources) supported learning at a high level, with a relative weight of (82%) and a significant difference (p-value <0.05) among students' responses. This result indicates that students perceive the use of technology (such as computer-assisted translation tools and electronic resources) to be highly supportive of translation-related learning.

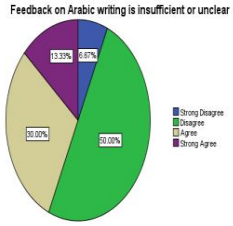
Adequacy and usefulness of practical translation exercises: When students were asked about the adequacy and usefulness of practical translation exercises, the results of Table (7) revealed that practical translation exercises were sufficient and useful to a high degree, with a relative weight of (74%) and a significant difference (p-value <0.05) between student responses. This result indicates that students consider practical translation exercises to be highly sufficient and useful.

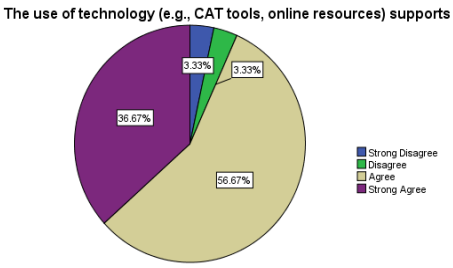
Table (7): Results for Improving Teaching Practices from the Students' Perspective

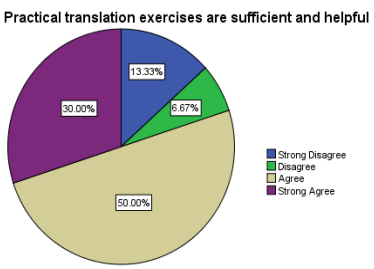
	Response	Frequency	Percent	Mean	Std. Deviation	Relative Weigth	p-value
Arabic modules are taught in a way that engages students actively	Strong Disagree	5	16.7	2.47	0.86	0.62	0.006
	Disagree	8	26.7				
	Agree	15	50				
	Strong Agree	2	6.7				
	Total	30	100				
The modules focus too much on grammar/theory	Disagree	5	16.7	3.13	0.681	0.78	0.048
	Agree	16	53.3				
	Strong Agree	9	30				
	Total	30	100				
Feedback on Arabic writing is insufficient or unclear	Strong Disagree	2	6.7	2.5	0.82	0.63	0.004
	Disagree	15	50				
	Agree	9	30				
	Strong Agree	4	13.3				
	Total	30	100				
The use of technology (e.g., CAT tools, online resources) supports learning	Strong Disagree	1	3.3	3.27	0.691	0.82	0000.
	Disagree	1	3.3				
	Agree	17	56.7				
	Strong Agree	11	36.7				
	Total	30	100				
Practical translation exercises are sufficient and helpful	Strong Disagree	4	13.3	2.97	0.964	0.74	0.004
	Disagree	2	6.7				
	Agree	15	50				
	Strong Agree	9	30				
	Total	30	100				











9. Summary of Results:

1- The effectiveness of Arabic language curricula in developing translation-related competencies from the students' perspective: The study results indicate that the effectiveness of Arabic language curricula in developing translation-related:

From the faculty members' perspective: The study results indicate that faculty members at Misurata University believe that the Arabic language curricula are effective in preparing students for professional translation work. They confirmed that the curriculum contributes significantly to preparing students for translation practice, and its content is consistent with international standards in translation studies. Furthermore, graduates are well prepared for the translation profession and for applying their linguistic knowledge in practical tasks. The curriculum's strengths focused on grammar, morphology, and spelling, developing written and oral translation skills, enhancing familiarity with Arabic grammar and style, developing the ability to understand foreign texts, and expanding students' linguistic and terminological knowledge. In contrast, faculty members highlighted weaknesses or challenges in the curriculum, including limited practical application of what is taught, poor training in specialized texts, and a lack of familiarity with modern terminology. This indicates the curriculum's need for further development in practical aspects and its relevance to the contemporary translation market.

2- Teaching and assessment methods and the extent to which they support constructive alignment with desired outcomes:

From the students' perspectives: The study results indicate that teaching and assessment methods in Arabic language courses contribute to varying degrees to supporting constructive alignment with desired outcomes related to translation, according to the students' perspectives. Students believed that the teaching methods used in Arabic language courses were not sufficiently effective in developing translation skills, while they considered practical translation exercises sufficient and highly useful, reflecting the importance of practical application in enhancing translation proficiency.

Students also highlighted that the use of technology and electronic resources, such as computer-assisted translation tools, supports learning and contributes significantly to developing their skills. However, feedback on Arabic writing was inadequate or only moderately unclear, indicating a greater need for student guidance and improved feedback.

Regarding the teaching style, students considered the method of teaching Arabic language units to be moderately conducive to actively engaging them in learning, but did not fully promote interaction. They also noted that the units focus excessively on rules and theory, which may reduce opportunities for practical application and interactive activities. In short, students believe that practicality and the use of technology are key factors in supporting constructive alignment with desired outcomes, while the overly theoretical teaching style and limited feedback need improvement to enhance educational effectiveness.

They confirmed that current teaching methods contribute highly effectively to developing students' translation skills, and that students are highly prepared to perform translation tasks. Accordingly, faculty members believe that the methodology used in teaching and assessment enables students to acquire the practical and cognitive skills necessary to achieve desired outcomes in the field of professional translation.

3- Student and Teacher Perceptions of the Curriculum's Effectiveness:

From the students' perspective: Students' perceptions indicate that the effectiveness of the Arabic language curricula in supporting translation skills varies. Students found the Arabic language modules less motivating than other translation courses, and they believed that the Arabic language courses covered translation-related topics to an average degree and were insufficient to meet all their needs.

From the faculty's perspective: Faculty members' perceptions indicate that the Arabic language curricula are effective in many respects but need to be developed in some areas. Most professors indicated that there are topics that warrant additions to the curriculum, such as Arabic language and the art of public speaking and delivery, to enhance the educational benefit of students. They also proposed a set of educational

resources and methods that could improve the curriculum, most notably: focusing on practical applications during lectures, combining theoretical presentation with practical application, assigning students real translation projects, comparative analysis of styles between Arabic and foreign languages, stylistic and rhetorical analysis of texts, and the use of simulation and reverse translation. Regarding strengths, the professors indicated that the curriculum is characterized by strong grammar, morphology, and spelling rules, and its ability to develop written and oral translation skills, enhance familiarity with Arabic rules and styles, develop the ability to understand foreign texts, and expand students' linguistic and terminological culture. As for weaknesses or challenges, they focused on the limited practical application of what is studied, weak practical training, limited training on specialized texts, and a lack of familiarity with modern terminology. This indicates the need to develop the practical aspect and link the curriculum to the contemporary translation context.

Recommendations for Curriculum Reform and Improving Teaching Practices

From the students' perspective: Students' perceptions suggest several of recommendations for curricula reform and improving teaching practices in Arabic language courses: Students believe that the teaching of Arabic language units lacks sufficient interaction and does not actively engage them. Furthermore, the units focus excessively on grammar and theory, reducing opportunities for practical application and student interaction.

They also indicated that feedback on Arabic writing is insufficient or moderately unclear, making it difficult to effectively improve writing performance.

Conversely, students expressed strong support for the use of technology and electronic resources, such as computer-assisted translation tools, due to their positive impact on enhancing translation-related learning. They also considered practical translation exercises sufficient and highly useful, highlighting the importance of practical activities in enhancing applied skills.

Accordingly, students suggest focusing on increasing interaction in teaching, decreasing the emphasis on theory, improving feedback, and enhancing the use of technology and practical activities to enhance the effectiveness of curricula in supporting translation learning. English:

From the faculty members' perspective:

a. The possibility of adding an Arabic translation course
b. Focus on functional Arabic, not just traditional Arabic.
c. Modernize the course on rhetoric and literary texts so that it is not limited to classical rhetorical methods, but rather taught as tools for understanding meaning.
d. Apply modern teaching methods such as active learning, projects, technology, and continuous assessment to enhance student proficiency and motivation.
e. Faculty members' recommendations point to ways to reform curricula and improve teaching practices in Arabic language courses to better support translation learning. Professors highlighted the importance of adding an Arabic translation course to provide direct training in translation skills and to focus on functional Arabic rather than traditional Arabic alone to meet the needs of practical language use. They also emphasized the need to modernize the course on rhetoric and literary texts to go beyond classical rhetorical methods and teach them as tools for effectively understanding meanings and texts. Faculty members also recommended the implementation of modern teaching methods such as active learning, practical projects, the use of technology, and continuous assessment, with

the aim of enhancing student efficiency, motivating them to participate, and developing practical translation skills.

10. Analysis of Translation Test Criteria Results:

This paper was designed to help analyze students' translation performance based on a 15-point criterion. The analysis identifies strengths and weaknesses in three main criteria: accuracy, language and grammar, and style/register. Data were analysed using arithmetic means, relative weights, and a t-test.

The results in Table (08) reveal clear individual variation among students; overall scores ranged between 20% and 80%. Some students demonstrated outstanding and balanced performance across all criteria, such as students No. (7) and No. (14), who achieved relatively high scores in accuracy, language, and style combined, reflecting good linguistic and translation proficiency. In contrast, another group of students, such as students Nos. (2, 3, 6, and 13), demonstrated poor performance across all criteria, reflecting a lack of basic skills in both linguistic comprehension and stylistic accuracy. Analyzing the overall performance, it was found that most students, approximately (70%), scored between (40%) and 60%, confirming that overall performance is average, tending to be weak in some areas. Meanwhile, a small percentage, (15%), demonstrated high performance, exceeding (75%), reflecting their outstanding translation skills. Overall, these results indicate that students possess good initial abilities to understand texts and convey meaning, but they need to develop their stylistic and contextual skills.

The results of the analysis of students' translation performance in Table (9), measured according to three main criteria: accuracy—language and grammar—style, and linguistic register, showed a marked variation in performance levels among sample members. The overall relative weight of performance was approximately (53%), indicating that most students' translation levels fall within the average range. Students' translation performance ranged from low to medium levels across the three criteria: accuracy, language and grammar, style, and linguistic register.

The overall arithmetic mean for the accuracy criterion was (2.75) with a standard deviation of (0.97), indicating a low level of performance tending towards average. The language and grammar criterion recorded a mean of (2.65) with a standard deviation of (0.81), which reflects a similar level of performance in terms of trend. The style and linguistic register criterion came in last place with a mean of (2.45) and a standard deviation of (0.49), indicating that this aspect represents the weakest component of students' translation performance.

The results in Table (08) showed that the accuracy criterion recorded a relative weight of (55%), which is relatively higher than the other criteria, indicating an acceptable ability among several students to convey the general meaning of translated texts with reasonable accuracy. The language and grammar criterion had a relative weight of (53%), which is close to the accuracy level, reflecting a linguistic proficiency of (49%). This indicates that students face significant difficulty in choosing the appropriate style and register for the nature of the translated text. Many of them tend to use literal linguistic structures that do not take into account the cultural or stylistic context. The t-test also showed that the differences between the means were not statistically significant at the significance level of (0.05) for the accuracy and language and grammar criteria, with the p-values for each reaching (0.262) and (0.069), respectively.

However, statistically significant differences appeared for the style and linguistic register criteria ($P = 0.004$), indicating a real impact of this criterion in determining the overall performance level. Considering the overall average for all criteria, it can be said that the students' overall performance in translation falls at a low level, which indicates an urgent need to develop translation skills, especially in the stylistic and contextual aspects.

Table (8): Students' Performance Levels in Translation Based on Accuracy, Language & Grammar, and Style/Register

Student	Accuracy		Language & Grammar		Style/Register		Total			
	Relative Weight	Level of Accuracy	Relative Weight	Level of Language & Grammar	Relative Weight	Level of Style/Register	mean	St.deviation	Relative Weight	Performance Level
Student 1	0.60	Medium	0.60	Medium	0.40	Low	2.667	0.577	0.53	Low
Student 2	0.20	Low	0.20	Low	0.20	Low	1.000	0.000	0.20	Low
Student 3	0.20	Low	0.40	Low	0.40	Low	1.667	0.577	0.33	Low
Student 4	0.40	Low	0.40	Low	0.40	Low	2.000	0.000	0.40	Low
Student 5	0.60	Medium	0.60	Medium	0.40	Low	2.667	0.577	0.53	Low
Student 6	0.20	Low	0.40	Low	0.40	Low	1.667	0.577	0.33	Low
Student 7	0.80	High	0.80	High	0.80	High	4.000	0.000	0.80	High
Student 8	0.60	Medium	0.60	Medium	0.40	Low	2.667	0.577	0.53	Low
Student 9	0.60	Medium	0.60	Medium	0.40	Low	2.667	0.577	0.53	Low
Student 10	0.40	Low	0.40	Low	0.40	Low	2.000	0.000	0.40	Low
Student 11	0.60	Medium	0.40	Low	0.40	Low	2.333	0.577	0.47	Low
Student 12	0.60	Medium	0.60	Medium	0.40	Low	2.667	0.577	0.53	Low
Student 13	0.40	Low	0.20	Low	0.40	Low	1.667	0.577	0.33	Low
Student 14	0.60	Medium	0.80	High	0.80	High	3.667	0.577	0.73	High
Student 15	0.80	High	0.60	Medium	0.60	Medium	3.333	0.577	0.67	Medium
Student 16	0.80	High	0.60	Medium	0.60	Medium	3.333	0.577	0.67	Medium
Student 17	0.80	High	0.60	Medium	0.60	Medium	3.333	0.577	0.67	Medium
Student 18	0.60	Medium	0.60	Medium	0.60	Medium	3.000	0.000	0.60	Medium
Student 19	0.60	Medium	0.60	Medium	0.60	Medium	3.000	0.000	0.60	Medium
Student 20	0.60	Medium	0.60	Medium	0.60	Medium	3.000	0.000	0.60	Medium

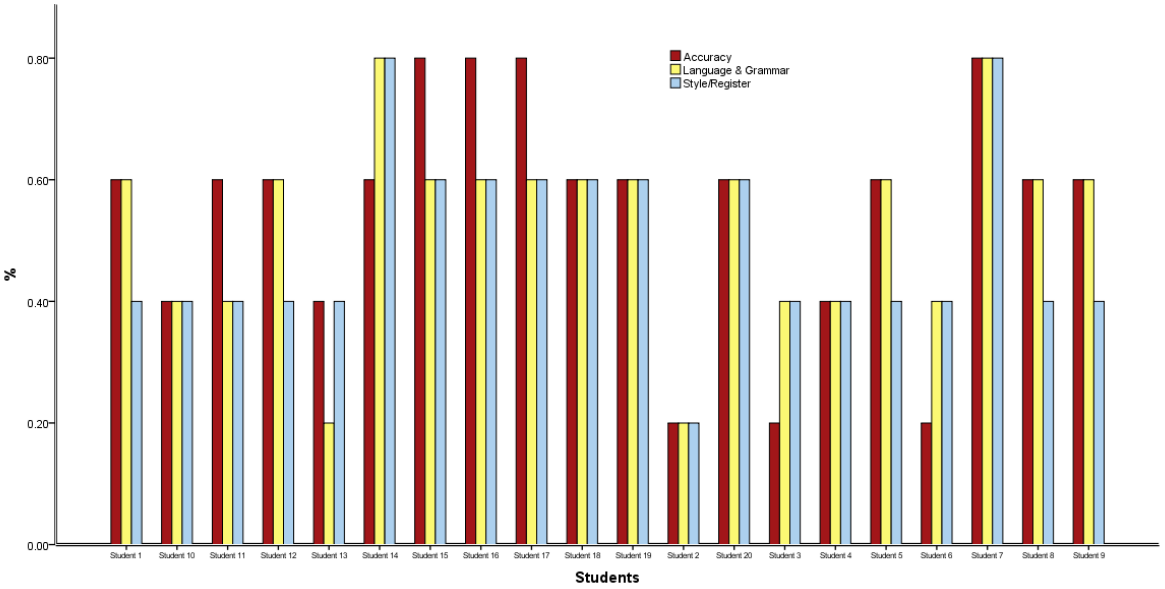
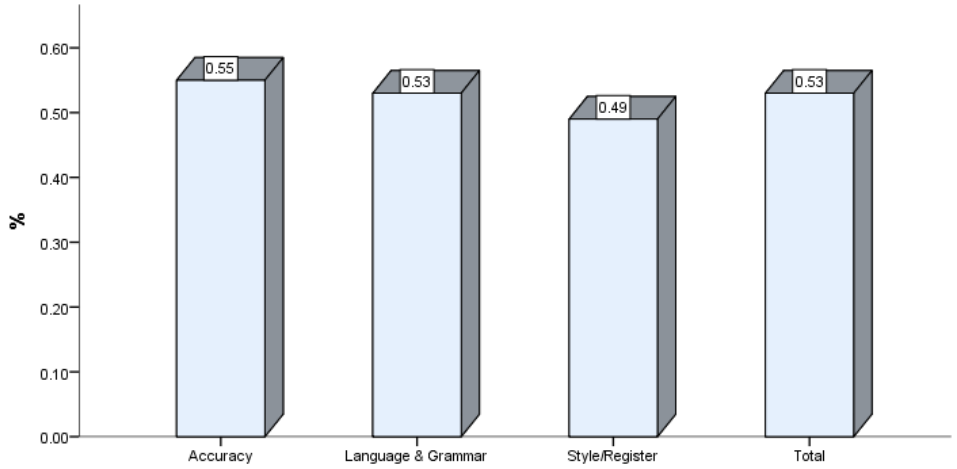


Table (9): Arithmetic means, standard deviations, and T-test for students' performance criteria in translation

#	N	Mean	Std. Deviation	Relative Weight	Performance Level	Order	T-test	P-value
Accuracy	20	2.75	0.96655	0.55	Low	1	-1.157	0.262
Language & Grammar	20	2.65	0.81273	0.53	Low	2	-1.926	0.069
Style/Register	20	2.45	0.75915	0.49	Low	3	-3.24	0.004
Total	20	2.65	0.78342	0.53	Low	-	-1.998	0.060



10.1 Interpretation

In short, while students demonstrate sufficient linguistic accuracy and competence, their stylistic and linguistic skills remain underdeveloped, limiting the quality and professionalism of their translations. This highlights the need for curriculum development, practical exercises, and targeted feedback that emphasizes stylistic awareness, contextual awareness, and language adaptation to improve translation proficiency.

11. Discussion of the results and critical reflections

The findings of the present study provide important insights into the effectiveness of Arabic language curricula in developing translation-related competencies among students at Translation Department of faculty of languages & Translation at Misurata University. At the same time, a more in-depth analysis of the results reveals several methodological and pedagogical implications that warrant further critical examination.

11.1 Sample size and generalizability:

A notable limitation of this study is the size and composition of the research sample, which affects the generalizability of the findings. The study included (30) students and (4) faculty members from the Translation Department at Misurata University. While a student sample is acceptable for a case study within a single institution, the faculty sample is too small, limiting the statistical reliability of percentage-based interpretations. For example, the reported (75%) or (100%) agreement rates represent the responses of only three or four individuals, and should therefore be interpreted with caution.

However, the aim of this study was not to reach conclusions that could be broadly generalized, but rather to provide an in-depth study of translation training within a specific institutional context. Case study methodologies are commonly used in educational research to explore local educational practices and identify issues that may warrant further investigation. Therefore, the findings should be viewed as contextual insights and not as definitive representations of translation education in Libyan universities.

Despite its relatively small sample size, this study strengthens the credibility of its findings through systematic triangulation, which combines questionnaire data, faculty interviews and analysis of students' actual translation performance. The statistically significant result identified in the style and record

criterion ($p < 0.004$) provides empirical evidence supporting the observed patterns in students' translation proficiency.

However, future research would benefit from larger and more diverse samples, including participants from multiple universities. Such studies might help determine whether the challenges identified in this case reflect a broader pattern within translation programs in Libya and the wider Arab context.

11.2 The perception gap between faculty members and students

One of the most striking findings of the study is the discrepancy between faculty perceptions and students' actual translation performance. Faculty members expressed strong confidence in the effectiveness of the Arabic language curriculum and indicated that students were well-prepared for professional translation. However, the results of the practical translation test revealed a completely different picture. While students demonstrated average proficiency in conveying general meaning and maintaining grammatical accuracy, their performance in the style and language standard was significantly weaker. Statistical analysis confirmed that the differences in this standard were statistically significant ($p = 0.004$), indicating that stylistic competence plays a crucial role in determining the overall quality of translation.

This discrepancy suggests a potential gap in institutional perception, where internal assessments of student readiness may focus on grammatical-based language knowledge—such as syntax, morphology, and spelling—while underestimating the importance of practical translation competencies. In professional translation practice, stylistic awareness, language appropriateness, and textual coherence are essential elements of high-quality translation. Therefore, the current findings indicate that curriculum assessments may need to place greater emphasis on practical translation performance rather than solely on theoretical language knowledge.

11.3 Synthesis with previous research

Interpreting these findings requires placing them within the broader context of translation studies research. The stylistic difficulties observed in the students' translations appear to support the argument made by Hatem and Mason (1997), who assert that weak stylistic competence in the target language often results in translations lacking coherence and fluency. Similarly, the frequent reliance on literal linguistic structures, observed in many students, aligns with Gellerstam's (1986) concept of the language of translation, which describes the influence of source language structures on translated texts.

At the same time, the findings offer a nuanced perspective on Newmark’s (1988) widely cited claim that translation into the native language typically produces smoother and more eloquent texts. While this assumption may hold true in contexts where translators possess strong command of their native writing, the results of this study suggest that such proficiency cannot be taken for granted in all educational settings. In bilingual environments, such as Arabic-speaking communities, students may have high levels of proficiency in spoken Arabic dialects but lack the necessary mastery of the formal writing styles required for professional translation.

These findings are consistent with regional studies conducted in Libya. For example, Salem (2016) reported that translation students at the University of Tripoli often struggle to produce stylistically sound Arabic texts, exhibiting recurring problems such as lexical redundancy, weak cohesion, and excessive reliance on English grammatical structures. Similarly, Al-Baghdadi (2021) found that many translation errors in Arabic texts stem not from a misunderstanding of the source text, but rather from limited proficiency in Modern Standard Arabic. Therefore, the results of this study reinforce previous evidence

indicating that stylistic competence in the native language poses a significant challenge for translation students in Libyan higher education institutions.

11.4 Implications for Translation Curriculum Development

The findings collectively highlight the need for stronger integration between Arabic language teaching and practical translation training. While the curriculum appears to provide a solid foundation in grammar and analysis, greater attention should be paid to developing advanced Arabic writing skills, particularly regarding stylistic diversity, genre awareness, and textual cohesion. Integrating activities such as writing workshops, translation revision exercises, and comparative stylistic analysis can help bridge the gap between theoretical linguistic knowledge and professional translation competence.

More broadly, the findings suggest a need to reconsider translation training programs that assume native language proficiency develops automatically without explicit instruction. Instead, systematic training in academic writing, stylistic awareness, and the appropriate use of language for each literary genre should be integrated into the curriculum to ensure students can produce translations that are not only accurate but also fluent, natural, and culturally appropriate.

12. Recommendations:

Based on the results of this study, several educational and methodological recommendations can be proposed to enhance the effectiveness of Arabic language curricula in translator training programs, particularly in the Libyan context and broader Arab contexts.

First, Arabic language curricula should be more clearly aligned with the needs of translation studies. Instead of treating Arabic language units as purely linguistic or theoretical courses, they should be redesigned to directly support translation-related competencies. The text itself does not produce, review, adapt, or begin with the necessary elements, nor does it grasp its context. While language and morphology requirements are important, they should be taught through practical, translation-oriented tasks rather than isolated exercises.

Secondly, more attention should be paid to practical application. The results revealed a clear weakness in students' ability to apply theoretical knowledge, particularly in stylistic and contextual dimensions.

Third, the curriculum content should be updated to reflect modern terminology and contemporary language usage. Ongoing exposure to current Arabic usage, modern terminological resources, and sophisticated linguistic techniques is essential to prepare students for the demands of the real translation market.

Fourth, explicit training in academic and professional writing in Arabic should be introduced or strengthened. Given the diglossic nature of Arabic and students' reliance on colloquial dialects, targeted training in Modern Standard Arabic, coherence, and rhetorical structure is essential for improving translation quality.

Finally, it is recommended to strengthen collaboration between Arabic language teachers and translation specialists. Joint curriculum planning and coordinated assessment practices can help ensure consistency between language teaching and translation training, reducing content duplication and promoting methodological integration.

13. Conclusion

This study examined the effectiveness of Arabic language curricula in developing translation-related competencies at Misurata University by integrating student perspectives, faculty assessments, and performance-based translation test results. The results revealed a notable discrepancy between moderate

student satisfaction and more positive faculty assessments of curriculum effectiveness, suggesting a gap between curriculum design and learner experience.

While Arabic language curricula have been shown to contribute positively to students' linguistic awareness, grammatical competence, and overall translation accuracy, their impact on higher-level translation skills—particularly stylistic control, style appropriateness, and contextual sensitivity—remains limited. The empirical analysis of translation performance also confirmed that the students' overall translation level falls within the low to medium range, with proficiency related to style and record being the weakest areas.

These results underscore the pivotal role of native language proficiency in translator education and challenge the assumption that native speakers automatically possess sufficient mastery of formal Arabic for professional translation purposes. In the Libyan context, this challenge is exacerbated by linguistic duality, curriculum constraints, and the limited focus on teaching applied Arabic writing.

In conclusion, the study highlights the need for a systematic reform of curricula that promotes the practical, stylistic and market-oriented dimensions of teaching Arabic within translation programs. In this way, translation programs at Libyan universities can better prepare translation graduates, so that they are not only linguistically competent, but also able to produce smooth, accurate, and professionally appropriate Arabic translations that meet academic standards and contemporary market standards.

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