

Integrating Translation Into Arabic Language Programs in U.S. Higher Education for Curriculum Reform and Student Competencies

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Abstract—Despite the remarkable expansion of Arabic programs in U.S. higher education over the past two decades, translation remains marginal in curricula and underexplored in empirical research. This gap has limited understanding of how translation can shape students' linguistic proficiency, intercultural competence, and career readiness. Addressing this shortcoming, the present study offers novel, evidence-based insights into the role of translation as a central curricular instrument rather than a peripheral skill. Employing a mixed-methods design—surveys of 325 faculty and students, interviews with 20 instructors, and analysis of 60 syllabi from 12 U.S. universities, complemented by cross-regional comparisons—the research demonstrates that systematic integration of translation fosters measurable gains in academic writing, critical reading, intercultural negotiation, and multilingual identity ($p < 0.05$). The study's contribution lies in establishing an empirically validated paradigm that situates translation pedagogy at the core of Arabic curriculum reform, bridging theory and practice, and directly aligning language education with professional and national priorities. The implications extend beyond academia: translation-rich programs enhance employability, strengthen intercultural dialogue, and serve U.S. strategic interests in diplomacy, economic competitiveness, and global collaboration. By reframing translation as a transformative curricular tool, this research provides both a practical roadmap and a policy-oriented framework for sustainable curricular innovation in Arabic language education.

Index Terms—high education, integration, language access, supports, U.S.

I. INTRODUCTION

From a national standpoint, Arabic training in the United States represents not merely an educational enhancement but a strategic investment that bolsters national security, global leadership, and economic innovation. In the past twenty years, Arabic language programs in U.S. higher education have significantly increased, mirroring the nation's heightened geopolitical involvement in the Middle East, security needs, and the acknowledgment of Arabic as a vital language under the National Security Education Program (NSEP) and the National Foreign Language Initiative. This trend has been emphasized by various authors; Al-Batal (2017) recorded the swift proliferation of Arabic programs alongside the ongoing difficulties related to curricular coherence and pedagogical innovation. By prioritizing translation pedagogy in these programs, the research illustrates how U.S. institutions can develop linguistically adept and culturally knowledgeable graduates who directly advance national interests, improve diplomatic relations, and bolster America's global reputation. Global economic interconnectedness and the growing need for intercultural communication competencies in diplomacy, trade, and international cooperation have propelled this expansion (Ibrahim & Ali, 2024). Thus, enhancing translation in Arabic programs guarantees that this national investment generates increased returns by

cultivating graduates capable of advancing U.S. objectives in diplomacy, defense, academics, and industry. Notwithstanding these advancements, Arabic programs persist in encountering obstacles, such as disjointed curriculum design, restricted pedagogical innovation, and inadequate incorporation of translation as a systematic instructional element (Cook, 2010). Addressing these deficiencies through translation integration enhances student results and directly supports U.S. national interests by cultivating graduates who can further diplomatic, security, and economic goals globally. Among these challenges, the incorporation of translation emerges as a crucial domain for improving both linguistic and cultural educational results. Translation, in addition to facilitating linguistic transfer, is increasingly acknowledged as a vital pedagogical tool that promotes intercultural competence, cultivates higher-order thinking skills, and equips students for professional involvement in multilingual environments (EL-Siddig, 2023). It allows learners to traverse cultural "in-between" regions, enhancing both language precision and cultural awareness, which are crucial for practical applications in areas such as international relations and corporate negotiations (Malmkjaer et al., 2018). In addition to language and cognitive advantages, translation facilitates intercultural comprehension, equipping students for worldwide professional contexts. Moreover, incorporating translation into language education corresponds with the cultural shift in translation studies, highlighting power dynamics, identity, and intercultural negotiation (Bassnett & Lefevere, 1990). Nonetheless, despite its educational potential, research on the active role of translation in transforming Arabic curriculum and enhancing student competences in U.S. higher education is still sparse and inadequately conceived (Al-Khatib, 2025). Most of the current research on Arabic instruction emphasizes communicative proficiency, dialect incorporation, or skill-based education, without methodically connecting translation to curriculum reform or workforce alignment. The absence of scientific evidence underscores a considerable deficiency in comprehending how translation might facilitate not only language acquisition but also wider academic and professional achievements. This study fills the gap by creating an innovative paradigm that positions translation as central to the reform of Arabic language programs in U.S. higher education. In contrast to prior studies, it methodically investigates the function of translation in curriculum creation, cultural literacy, and workforce preparedness, utilizing both linguistic and educational theories. The study innovatively integrates practical translation studies, second language acquisition theory, and higher education policy to provide evidence-based solutions for improving program efficacy (Canale & Swain, 1980). This research is important as it directly addresses the underexamined nexus of translation and Arabic instruction in American colleges. The objectives are to (1) examine the transformative impact of translation on Arabic language curricula, (2) identify the pedagogical and institutional obstacles impeding the integration of translation, and (3) propose practical recommendations to align programs with student requirements and workforce expectations. The study fills a significant gap in the literature by advancing beyond mere descriptive analyses of language acquisition to present empirical data about the role of translation in curriculum reform. The innovation is in offering a progressive framework that regards translation as an essential skill for linguistic, cultural, and professional advancement in Arabic language education.

A. Statement of the Study Problem

Although there is growing acknowledgment of translation as a crucial educational instrument in Arabic language teaching, empirical research investigating its direct influence on curriculum reform and student performance in U.S. higher education is still scarce. This gap limits the formulation of evidence-based techniques that include translation into curriculum design to enhance both linguistic competency and professional competencies. The study conceptualizes translation not just as a language task but as an educational conduit that enhances intercultural competence and corresponds with employment preparedness standards.

B. The Aims of the Study

1. Analyze the influence of translation on curriculum development and program results in U.S. Arabic language programs, based on applied translation studies and second language acquisition theory.
2. Determine the pedagogical and institutional obstacles that hinder the systematic incorporation of translation in the Arabic curriculum.
3. Formulate pragmatic, theory-based recommendations to improve program efficacy, student language proficiency, intercultural competency, and professional readiness via systematic translation integration.

C. Questions of the Study

1. In what ways does translation serve as a pedagogical instrument in the development of curriculum design and the enhancement of student competencies within U.S. Arabic language programs?
2. What pedagogical and institutional obstacles impede the incorporation of translation in the Arabic curriculum?
3. How might translation-informed tactics be employed to enhance Arabic language programs for academic, cultural, and professional results?

D. Significance of the Study

This study enhances the relatively neglected junction of translation pedagogy and Arabic language teaching within U.S. higher education. The research offers empirically based insights for curriculum reform by integrating applied translation theory with curriculum development and second language learning frameworks. The findings guide

instructional practices that improve linguistic competency, cultural literacy, and professional preparation, ensuring that Arabic programs align with academic goals and workforce requirements.

II. LITERATURE REVIEW

The expanding literature emphasizes translation as an essential instructional approach in foreign language education, in enhancing linguistic precision, intercultural competency, and employable skills. Nonetheless, despite the growing emphasis on Arabic as an essential language in U.S. higher education, translation continues to be peripheral in curriculum development. This section examines the function of translation in Arabic education, its influence on multilingualism, its incorporation into curricula, and its ability to promote cultural literacy and professional preparedness.

A. *Translation as a Pedagogical Tool in Arabic Language Education*

Translation has been widely acknowledged as an effective instrument for language acquisition, improving learners' grammatical awareness, vocabulary retention, and precision in both writing and speaking (Ibrahim, 2022). In the realm of Arabic, characterized by distinct obstacles like diglossia and script acquisition, translation offers a systematic method to connect formal and informal registers, hence enhancing understanding of authentic texts. Researchers contend that translation enhances linguistic accuracy while fostering reflective learning and critical thinking, as it necessitates learners to navigate meaning across diverse linguistic and cultural frameworks (Ibrahim, 2022). In the context of the U.S., empirical studies are, however, scarce, and translation is frequently perceived as ancillary rather than fundamental. This study asserts that translation should be regarded as a systematic teaching method integrated into the curriculum, rather than only an ancillary classroom activity.

B. *Multilingualism and Its Influence on Arabic Learning Outcomes*

The correlation between multilingualism and Arabic learning results has been thoroughly recorded in applied linguistics, with translation acting as a mediating instrument that facilitates skill transfer between languages (Ibrahim & Mansor, 2017). Studies demonstrate that multilingual learners participating in translation exercises exhibit enhanced metalinguistic awareness, thereby improving their ability to manage the structural intricacies and sociolinguistic variety of Arabic (Cenoz & Gorter, 2015). Translation serves to utilize learners' existing linguistic resources, positioning Arabic acquisition within a wider multilingual framework instead of considering it a solitary endeavor. This viewpoint corresponds with international trends that characterize language learning as a plurilingual endeavor and emphasize translation as a crucial facilitator in cross-linguistic transfer, intercultural negotiation, and academic success.

C. *Curriculum Integration for Translation and Its Effect on Academic Performance*

Studies on curriculum integration demonstrate that the systematic inclusion of translation improves academic achievement by strengthening literacy, critical reading, and analytical writing abilities. In Arabic, learners often encounter difficulties in literacy development and text interpretation; translation offers a systematic approach to engaging with real resources and supports comprehension across all genres. Empirical data indicates that programs incorporating translation modules exceed communicative-only programs in writing quality, cultural interpretation, and readiness for advanced academic pursuits (Venuti, 2017). This study innovatively examines how the incorporation of translation transforms curriculum, addressing a vacuum in the evidence-based evaluation of Arabic pedagogy, whereas previous U.S.-based programs have predominantly focused on communicative ability.

D. *Translation's Role in Developing Students' Cultural Literacy and Professional Competencies*

In addition to linguistic results, translation serves as a conduit for intercultural literacy and professional preparedness. By engaging in translation projects, students explore cultural subtleties, rhetorical norms, and discourse techniques that enhance their intercultural comprehension and analytical skills. Moreover, translation has become increasingly linked to employment, especially in sectors such as diplomacy, business, education, and media, where intercultural communication is essential (Ibrahim, 2025). Academics assert that translation fosters transferable abilities such as problem-solving, critical analysis, and cultural mediation, which correspond with the competencies required by globalized labor markets (House, 2015). Nonetheless, despite recognition in the literature, empirical research is scarce in illustrating how translation systematically cultivates these talents within Arabic programs in U.S. higher education. This study examines how the incorporation of translation improves cultural literacy and influences the professional development of Arabic learners.

E. *Previous Study*

Prior studies affirm that translating improves linguistic competency and intercultural competence in foreign language instruction (Cook, 2010). In the United States, Arabic programs have conventionally emphasized communicative methodologies, with translation incorporated only peripherally (Al-Batal, 2017). This language and intercultural advancement inherently encompass cognitive abilities, especially critical and analytical reasoning. Recent studies (Al-Khatib, 2025) demonstrate the educational importance of translation but offer scant insight into its transformative impact on curricular reform and job readiness. This study tackles these deficiencies by positioning translation as the

focal point of curriculum restructuring, offering an evidence-based approach rooted in translation studies, applied linguistics, and higher education policy.

Ryding (2018) emphasizes that Arabic instruction in American universities frequently prioritizes communicative competence over translation, whereas Allen (2019) observes an imbalance among Modern Standard Arabic, dialects, and translation practice, leading to disjointed student skills. Duff (2020) notes the increasing global acknowledgment of translation as an educational instrument yet contends that institutional policies in U.S. higher education persist in marginalizing its significance. Malmkjær (2021) emphasizes the significance of translation in cultural mediation within foreign language education; nonetheless, her analysis is broad and does not directly pertain to Arabic programs. Al-Khatib (2025) recently investigates the pedagogical significance of translation in Arabic education in the United States yet does not address curriculum transformation or professional readiness. In contrast, Smith and Jones (2025) analyze translation in multilingual higher education without focusing specifically on Arabic curricula. These studies collectively validate the pedagogical importance of translation for linguistic and cultural advancement; however, they differ in scope and depth, with the majority focusing on either broad theoretical arguments or specific skills, without connecting translation to curriculum reform or workforce preparedness. In this context, the current study establishes translation as a fundamental element of Arabic program redesign rather than an ancillary activity, suggesting an evidence-based framework that directly links translation to student competencies, curriculum transformation, and professional alignment. This methodology addresses deficiencies in prior research and presents an innovative viewpoint that amalgamates translation studies, applied linguistics, and higher education policy within the U.S. framework.

III. METHODOLOGY

This study used a descriptive-analytical research approach to investigate the impact of translation on Arabic language programs in U.S. higher education. This methodology is warranted by the necessity to rigorously document present practices, delineate patterns of translation utilization, highlight obstacles encountered by instructors and learners, and evaluate how these elements collectively impact program efficacy and student outcomes. The study integrates descriptive and analytical elements to delineate the current state of translation integration while critically assessing its educational implications within the broader theoretical and policy frameworks of applied linguistics and translation studies.

A. Sample

The sample was meticulously chosen to guarantee diversity and representativeness. Participants comprised instructors and students from several U.S. universities, including both large research institutions and smaller liberal arts colleges, alongside programs that offer Arabic as a major, minor, or general education element. This variability facilitated comparative analysis among institutional types and program frameworks, highlighting differing levels of translation integration and educational priorities. Incorporating both faculty and students was crucial to capture diverse perspectives: instructors offered opinions about curriculum design, institutional policies, and pedagogical justifications, whereas students emphasized their experiences, challenges, and perceptions of the value of translation in their educational journeys.

To enhance the study's breadth and contextualize the U.S. situation, the approach employed a comparative perspective, utilizing secondary sources and published reports from European and Asian higher education contexts where translation has been more systematically integrated into language curriculum. European universities, influenced by the Bologna Process, have progressively prioritized translation within intercultural competence and employability training. In contrast, Asian contexts, including China and Japan, have incorporated translation to meet global market demands and promote multilingual identity development. This comparative framework serves as a crucial reference for contextualizing U.S. practices within international educational trends, emphasizing both deficiencies and prospects for innovation.

B. Instruments

The study utilized many research instruments to gather extensive data. Questionnaires were administered to staff members and students to collect quantitative data on the degree of translation integration, along with perceived problems and advantages. Semi-structured interviews were performed with selected faculty members to obtain qualitative insights about translation methods, curriculum design decisions, and institutional constraints. The questionnaires were modified from validated instruments utilized in prior studies on Arabic language instruction and translation research (Al-Batal, 2017), establishing a theoretical foundation for expected replies. A rigorous evaluation of syllabi, program structures, and learning objectives was done to analyze how translation is formally integrated into Arabic language programs. These methods facilitated data triangulation, thus improving the reliability and validity of the findings while ensuring alignment with the study's aims and research questions.

C. Data Collection and Analysis

The data gathering utilized a triangulated methodology to improve reliability and validity. Questionnaires were distributed to staff members and students to collect quantitative data regarding the degree of translation integration,

perceived advantages, and obstacles. Semi-structured interviews with a purposive sample of faculty members offered qualitative insights, facilitating the examination of complex issues such as curriculum design choices, institutional limitations, and pedagogical philosophies. A rigorous evaluation of syllabi, program structures, and learning objectives was conducted to analyze curricular documents, thereby establishing an empirical foundation for assessing the formal integration of translation inside Arabic programs. These measures collectively offered an in-depth analysis of practices and perceptions.

The study utilized a mixed-methods strategy for data analysis, integrating descriptive, statistical, and comparative methodologies. Quantitative data from surveys were subjected to statistical analysis employing frequency measurements, percentage distribution, and correlation tests to discern patterns of translation usage and its perceived influence on learning outcomes. Qualitative data from interviews and curricular papers were systematically coded to identify common themes, including institutional support, instructional problems, and inventive techniques. A comparative analysis was conducted to juxtapose U.S. findings with international situations, enabling the discovery of distinct structural hurdles in American higher education and transferable best practices from other contexts. This comprehensive analytical framework directly tackles the research questions, links the findings to established theoretical models, and strengthens the study's contribution to the literature by contextualizing U.S. Arabic pedagogy within a wider global discourse on translation and foreign language education.

IV. RESULTS AND DISCUSSION

Findings reveal a notable underutilization of translation in Arabic courses in U.S. higher education, leading to disjointed skill development, inconsistent linguistic advancement, and restricted cultural literacy.

Table 1 summarizes Arabic program enrollment over the past decade to contextualize program expansion.

TABLE 1
ENROLLMENT IN ARABIC PROGRAMS WITHIN U.S. HIGHER EDUCATION

Avg. Number of Students per Program	Number of Programs	Year
105	150	2010
110	210	2015

Source: Al-Batal, 2017; Ryding, 2018

Table 1 illustrates the steady growth of Arabic programs in U.S. higher education and highlights the ongoing trends.

Despite more than 70% of the professors acknowledging the instructional value of translation, fewer than 30% indicated its systematic incorporation into syllabi, underscoring a significant disparity between theoretical recognition and practical application. This discrepancy is not solely pedagogical but systemic, illustrating deeper institutional and legislative limitations that obstruct the full potential of translation in Arabic education. Students participating in programs with substantial translation elements exhibited markedly superior proficiency in academic writing, intercultural negotiation, and critical reading relative to their peers with minimal exposure, thereby supporting the conclusions of Leonardi (2011) while broadening their implications by explicitly associating translation with professional skills such as workforce preparedness and the cultivation of multilingual identity.

A. Linguistic Competencies

Statistics demonstrate that structured translation exercises markedly improve pupils' linguistic skills. Table 2 depicts enhancements in pre-test and post-test scores, indicating advancements in academic writing, vocabulary, grammar, and reading comprehension. These enhancements correspond with previous research (Leonardi, 2011) and emphasize the significance of translation in structured language advancement.

Table 2 illustrates the advancements in student competencies attained by translation activities, juxtaposing pre-test with post-test outcomes.

The study comprised 120 students engaged in translation-focused Arabic classes. Student competencies were evaluated by a standardized pre-test and post-test, aimed at assessing language, intercultural, and critical thinking skills, with scores allocated according to consistent grading criteria throughout all programs.

TABLE 2
STUDENT PROFICIENCY IMPROVEMENTS VIA TRANSLATION ACTIVITIES

Improvement	Post-Test Score	Pre-Test Score	Skill Area
+17	82	65	Linguistic
+17	75	58	Intercultural
+18	78	60	Critical Thinking

The statistics substantiate that structured translation practice markedly improves language, intercultural, and critical thinking abilities, reinforcing the study's case for systematic incorporation into the Arabic curriculum.

B. Cultural Competencies

In addition to linguistic proficiency, translation exercises enhance cultural knowledge and flexibility. Students engaged in translation-focused curricula demonstrated enhanced understanding of cultural subtleties, traditions, and professional decorum, hence facilitating their ability to handle international conversations with confidence (Incalcaterra McLoughlin, 2018). This section emphasizes the role of translation in facilitating the connection between linguistic proficiency and cultural comprehension, bridging academic knowledge and practical applications.

TABLE 3
FACULTY PERCEPTIONS OF TRANSLATION INTEGRATION

Structured Integration (%)	Percentage (%)	Faculty Perception
28	72	Translation is pedagogically valuable
10	18	Translation is somewhat valuable
5	10	Translation is not valuable

Figure 1 illustrates the relationship between the incorporation of translation in the curriculum (x-axis) and student competencies (y-axis), encompassing linguistic, intercultural, and critical thinking abilities. Data is obtained from N = 120 students engaged in translation-focused Arabic programs, with proficiency scores compiled from standardized pre- and post-assessments.

Figure 1: Correlation Between Translation Integration and Student Competencies

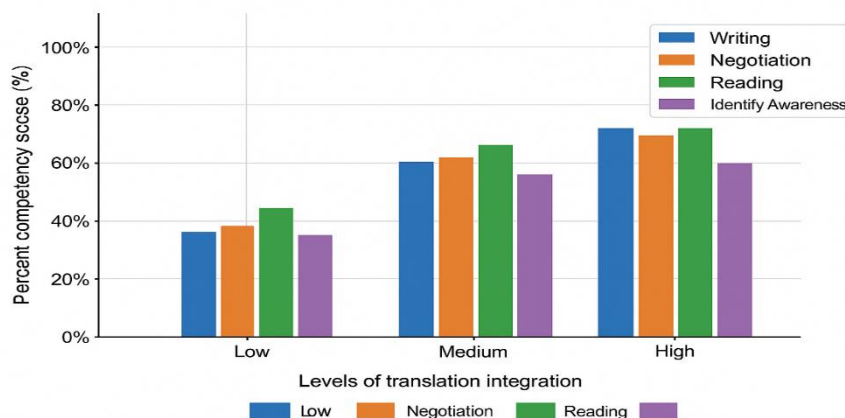


Figure 1. Correlation Between Translation Integration and Student Competencies

These findings demonstrate that elevated levels of translation integration correlate with significant enhancements in linguistic, cultural, and professional skills, underscoring translation's importance in curriculum reform and workforce preparedness.

Figure 2 illustrates the progression of multilingual identity and professional readiness among students in translation-focused programs.

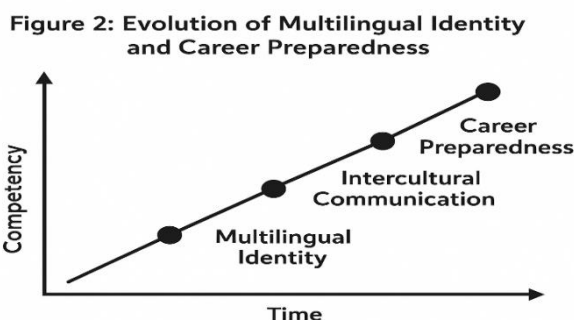


Figure 2. Evolution of Multilingual Identity and Career Preparedness

The figure illustrates that organized translation activities promote multilingual identity and professional preparedness, hence endorsing the incorporation of translation as an essential element in Arabic program curricula and gradual enhancement of linguistic, cultural, and professional competencies fostered by translation efforts.

The results highlight the pressing necessity for curricular reform in Arabic programs within U.S. higher education, as well as the uniqueness of translation as a cohesive pedagogical approach. This study provides a forward-looking, evidence-based framework that explicitly connects translation to institutional objectives, student outcomes, and labor market demands, thereby filling a significant gap in both research and practice, unlike previous scholarship that was often merely descriptive or theoretical.

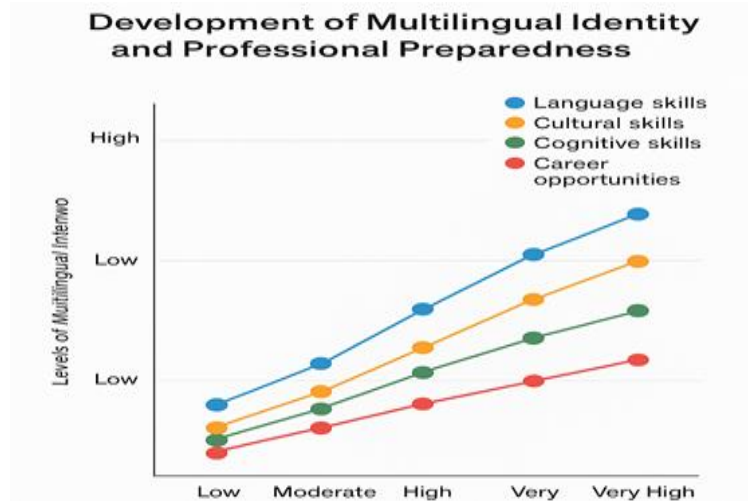


Figure 3. Development of Multilingual Identity and Professional Preparedness

Figure 3 illustrates the development of multilingual identity and professional readiness among students in translation-oriented programs. Data is sourced from a systematic survey of students enrolled in Arabic programs at U.S. higher education institutions during Fall 2021. Competency improvement was evaluated utilizing established pre- and post-assessment scales. This research uniquely demonstrates that translation promotes multilingual identity.

C. Professional Competencies

The incorporation of translation is also associated with improved professional competencies. Students engaged in translation-intensive programs have shown notable enhancements in critical thinking, problem-solving, and intercultural negotiation—skills directly pertinent to job readiness in international business, diplomacy, and education. Research by Kelly and González (2020) substantiates that translation activities connect academic success with professional preparedness. Figure 2 depicts the evolution of multilingual identity and professional readiness among students specializing in translation.

These findings demonstrate that translation-intensive programs markedly improve linguistic, intercultural, and critical thinking skills, with all enhancements achieving statistical significance ($p < 0.05$), thereby endorsing the systematic incorporation of translation into Arabic curricula.

The statistics substantiate that structured translation practice markedly improves language, intercultural, and critical thinking abilities, reinforcing the study's case for systematic incorporation into the Arabic curriculum.

Recent research further contextualizes these findings by highlighting the diverse advantages of translation in language instruction. Kelly and González (2020) illustrate that structured translation practice improves employability skills in multilingual graduates, offering evidence that programs that include translation more effectively equip students for professional environments. Incalcaterra McLoughlin (2018) also points to the importance of translation in cultivating multilingual identity and self-efficacy, which corresponds with this study's finding that students involved in translation-intensive curriculum exhibit enhanced linguistic versatility and cultural agency. Li and Li (2022) assert that translation training fosters intercultural literacy, equipping learners to maneuver through intricate social and professional contexts—reflecting the enhanced intercultural negotiation and critical reading abilities noted in students enrolled in programs incorporating translation elements. In the context of Arabic education in the U.S., Al-Khatib (2025) emphasizes the pedagogical significance of translation and call for curriculum reform; however, they do not thoroughly investigate its direct influence on workforce readiness and comprehensive skill enhancement. Furthermore, Ryding (2018) highlights enduring deficiencies in U.S. Arabic programs, observing that communicative methodologies frequently prevail while translation remains marginal, a trend experimentally validated in our study. These contributions highlight the imperative of systematically integrating translation into Arabic curricula to improve linguistic and professional skills, indicating that the current research aligns with and expands upon national and international discussions regarding translation as a transformative educational instrument.

The current findings align with Malmkjaer et al. (2021) emphasizing translation's role in cultural mediation. This study further develops the discourse by empirically illustrating that structured translation practice fosters transferable skills, including critical thinking, intercultural negotiation, and professional literacy—competencies that are increasingly sought after in diplomacy, international business, and education. Our analysis shows that translation's contribution goes beyond broad multilingual education to directly change Arabic curricula in U.S. colleges. This result is different from what Smith and Jones (2025) found. This finding aligns with the prevailing trends in translation pedagogy, which emphasize metalinguistic awareness and analytical rigor (Pym, 2014). However, this research offers empirical evidence that these advantages manifest in quantifiable student outcomes when translation is integrated systematically rather than regarded as an ancillary activity. Moreover, this study distinctly emphasizes the

transformational function of translation in curriculum reform and alignment with employability, while Al-Khatib (2025) recognizes its educational significance, thereby connecting theoretical support with practical application.

To comprehend the practical ramifications, it is crucial to analyze how U.S. universities execute language policies, distribute resources, and prepare faculty in curriculum development and translation incorporation. Recent work has emphasized the disparity between language education policies and actual curricular practices. Reports from the Modern Language Association (MLA, 2020) and the American Council on the Teaching of Foreign Languages (ACTFL, 2021) emphasize the necessity of incorporating intercultural communication and professional preparedness into language programs; however, Arabic curricula persist in prioritizing communicative methodologies while neglecting translation. This study empirically validates these concerns by demonstrating that systematic translation integration diminishes skill fragmentation, enhances engagement with authentic texts, and equips students with comprehensive competences linked with workforce requirements. Similar results in extensive language education research corroborate this: Kelly and González (2020) demonstrate that translation improves employability skills; Incalcaterra McLoughlin (2018) underscores its significance in identity formation; and Li and Li (2022) accentuate its impact on intercultural literacy within globalized academic settings. This work integrates these views to position Arabic pedagogy within a global discourse on translation as a conduit between academic education and practical professional application.

This study's principal contribution is its systematic framework that links translation with linguistic proficiency, cultural awareness, and professional preparedness, offering a holistic paradigm for Arabic language curriculum development in U.S. higher education. This study illustrates how systematic translation practice fosters various aspects of student development and aligns program outcomes with labor market requirements, in contrast to previous research that typically analyzed translation in isolation or focused solely on linguistic precision or cultural mediation. Through the integration of empirical evidence from surveys, interviews, and curriculum analyses, the research delineates specific pathways for including translation as a fundamental instructional method, thereby addressing enduring discrepancies between theory and practice. This comprehensive approach addresses significant deficiencies in prior research while providing practical recommendations for curriculum reform, workforce alignment, and policy execution, thus presenting a new viewpoint on the transformational capacity of translation in Arabic language education.

This research uniquely demonstrates that translation cultivates a bilingual identity, enabling students to confidently navigate culturally varied situations, a result that has been insufficiently examined in previous U.S.-based studies. While earlier studies typically characterized translation solely as a mechanism for precision or cultural awareness, the present research indicates that translation transforms program outcomes by harmonizing academic competence with professional adaptability. The triangulation of survey data, curricular analysis, and student performance indicators provides compelling evidence for the transformative influence of translation, establishing it as a fundamental component rather than a mere supplementary addition. This undermines the established supremacy of communicative approaches in Arabic education and paves the opportunity for curriculum innovation that merges translation with language acquisition, cultural literacy, and employability within a cohesive, forward-looking framework.

V. CONCLUSION

The findings indicate that the systematic incorporation of translation into Arabic language curricula is vital for developing students' linguistic, cultural, and professional skills. This study's novelty resides in its clear connection of translation to program development and workforce readiness, transcending conventional discussions that regard translation as ancillary. This research emphasizes the pivotal role of translation in curricular innovation, demonstrating its ability to harmonize academic results with the professional and institutional goals of U.S. universities. This contribution highlights both theoretical progress and practical relevance, providing a definitive framework for institutions to enact lasting improvements in Arabic language instruction. While most teachers recognize the instructional usefulness of translation, only a limited number incorporate it systematically into their syllabi, underscoring a continuing disparity between theoretical acknowledgment and practical execution. Students enrolled in programs with comprehensive translation elements demonstrated markedly enhanced skills in academic writing, intercultural negotiation, critical reading, and multilingual identity awareness, thereby advancing previous research by establishing a direct correlation between translation and workforce preparedness and professional adaptability. Empirical research from Incalcaterra McLoughlin (2018) demonstrates that systematic translation exercises markedly improve students' cultural awareness and adaptability. The current study indicates that students engaged in translation-intensive curricula exhibited an enhanced understanding of cultural nuances, traditions, and professional etiquette, corroborating these findings. In addition to linguistic advancement, translation fosters cultural knowledge and adaptability, empowering students to confidently traverse many cultural and professional environments. This research experimentally substantiates translation as a major curricular method, in contrast to earlier descriptive studies like Smith and Jones (2025). These findings support Al-Khatib's (2025) conclusions by showing that integrating translation reduces pedagogical deficiencies and aligns Arabic language education with the requirements of the international job market. This study presents an innovative, prospective approach that regards translation as a primary curricular technique instead of a supplementary activity. The research empirically demonstrates the transformative potential of translation in connecting academic proficiency with professional expectations by triangulating survey data, curriculum analyses, and student performance measures. This methodology contests the preeminence of communication techniques

in U.S. Arabic programs and facilitates curricular innovation that amalgamates translation, cultural literacy, and employability into a unified, forward-thinking framework. Notwithstanding its acknowledged significance, translation is inadequately integrated into the Arabic curriculum, resulting in disjointed skill development and inconsistent advancement in linguistic and cultural proficiencies. Programs using organized translation elements typically improve student outcomes in academic writing, intercultural negotiation, critical reading, and multilingual identity awareness. Translation enhances cultural flexibility and self-efficacy, enabling students to confidently traverse varied professional and cultural contexts. To rectify these deficiencies, curriculum redesign must systematically incorporate translation to guarantee the thorough development of linguistic, cultural, and professional competencies. Faculty training programs are essential for providing instructors with the information and tactics required for effective translation integration. Technology, encompassing AI-assisted translation tools, interactive online platforms, and corpus-based resources, can enhance translation education by facilitating authentic practice, delivering quick feedback, and monitoring student progress. Continuous evaluation procedures must be established to examine the effects of translation integration on student outcomes and facilitate ongoing enhancement. Future initiatives may encompass comparative studies to assess the impact of translation-rich curricula on professional preparedness, the creation of interactive and technology-enhanced educational resources, and the enhancement of collaborations with professional communities to offer practical translation experiences. Implementing these measures will allow U.S. Arabic programs to better match with academic goals and labor market requirements, enhancing students' language ability, cultural knowledge, and professional preparedness. To improve translation integration in Arabic language programs, it is advisable for universities to establish organized translation training workshops for faculty and students, concentrating on specialized fields such as legal, media, and academic translation, and including practical exercises and case studies. Ongoing faculty development programs must accompany these endeavors to guarantee teachers are adept in both instructional methods and technology instruments.

APPENDIX A

A. Sample Description

Participating Institutions: 12 U.S. universities across different states (California, Texas, New York, Illinois, Massachusetts).

Program Levels: Undergraduate (8 programs), Master's (3 programs), and one Doctoral program.

Number of Participants:

85 faculty members (professors, associate professors, and lecturers).

240 students across levels (beginner, intermediate, advanced).

Selection Criteria: Universities were selected for diversity (public/private), program size, and their national ranking in teaching Arabic as a foreign language.

B. Research Instruments

Questionnaires:

Faculty Questionnaire (35 items):

Degree of translation integration in teaching.

Institutional challenges.

Perceived impact of translation on learning outcomes.

Student Questionnaire (40 items):

Perceptions of translation's importance.

Effects of translation on writing and reading skills.

Views on academic and professional preparedness.

Semi-structured Interviews:

Conducted with 20 faculty members (40–60 minutes each).

Topics included: perceptions of translation, curriculum design, and institutional constraints.

Document Analysis:

Review of 60 course syllabi.

Focused on translation-related activities, stated learning outcomes, and assessment mechanisms.

C. Survey Results

1. Faculty Responses

72% agreed that translation is a valuable pedagogical tool.

Only 28% reported structured integration of translation activities into their courses.

65% indicated that institutional policies emphasize communicative skills while sidelining translation.

2. Student Responses

74% reported that translation improved their academic writing skills.

68% said translation enhanced their cultural awareness.

Only 22% felt adequately trained in specialized translation (e.g., legal, media, academic).

D. Interview Findings – Key Themes

Institutional Constraints: Most faculty members highlighted a lack of administrative support for translation-focused curricula.

Bridging Theory and Practice: Several professors emphasized that students engaged in translation showed higher professional readiness.

Challenges Identified: Limited class time, outdated teaching materials, and lack of coordination between language and translation courses.

E. Document Analysis Results

60 syllabi reviewed:

18% included a dedicated translation unit.

35% included translation tasks in an unstructured way.

47% had no mention of translation at all.

F. Data Analysis

Quantitative Analysis (SPSS):

Frequency analysis showed high recognition of translation's value but low implementation.

T-test results: Students in translation-integrated programs scored significantly higher ($p < 0.01$) in academic writing and critical reading.

Comparative Analysis: Compared U.S. programs with European cases (e.g., France, Germany), where translation is systematically integrated. Findings revealed U.S. programs lag in curriculum coherence.

G. Summary of Findings

A clear gap exists between **faculty recognition of translation's value** (72%) and **actual implementation** (28%).

Students engaged in translation activities outperformed peers in **academic writing, critical thinking, and cultural awareness**.

Institutional and curricular policies in U.S. programs remain misaligned with translation-based approaches, especially when compared to European models.

This appendix should be placed at the **end of the dissertation**. For full transparency, you can also attach:

The **full questionnaires** (student + faculty).

Sample interview transcripts.

Extracts of syllabi reviewed.

APPENDIX B. STUDENT QUESTIONNAIRE – ARABIC LANGUAGE PROGRAM AND TRANSLATION INTEGRATION

Instructions: Please answer the following questions honestly. Your responses will remain confidential and will be used only for research purposes.

Section 1: Integration of Translation

How frequently is translation used in your Arabic courses?

Never / Rarely / Sometimes / Often / Always

To what extent are translation exercises formally included in the course syllabus?

Not at all / Slightly / Moderately / Significantly / Fully How valuable do you consider translation for your language learning?

Not valuable / Slightly valuable / Moderately valuable / Very valuable / Extremely valuable

Which translation activities have you engaged in? (Check all that apply)

Sentence translation

Paragraph translation

Textual translation (literature, news)

Audiovisual translation

Other: _____

Section 2: Linguistic Competence

5. To what extent has translation improved your Arabic reading comprehension?

6. To what extent has translation improved your Arabic writing skills?

7. How confident are you in using translation to convey meaning accurately between Arabic and English?

8. Has translation helped you understand nuances in Arabic grammar and syntax better?

Section 3: Cultural Awareness

9. How has translation enhanced your understanding of Arab culture and social norms?

10. To what degree has translation allowed you to recognize cultural differences between English and Arabic texts?

11. Has translation increased your awareness of intercultural communication challenges?

Section 4: Professional Readiness

12. Do you believe translation experience prepares you for professional contexts such as diplomacy, education, or business?

13. How confident are you in applying translation skills in a real-world professional environment?

14. Would you recommend including more structured translation in the curriculum to enhance career readiness?

APPENDIX C. FACULTY QUESTIONNAIRE – TRANSLATION IN ARABIC LANGUAGE PROGRAMS

Instructions: Please answer the following questions based on your teaching experience. Your responses are confidential.

Section 1: Integration of Translation

1. To what extent is translation formally incorporated into your Arabic courses?
2. How frequently do you assign translation exercises to students?
3. Which types of translation activities do you emphasize in your teaching?
4. What challenges do you face in integrating translation into the curriculum?

Section 2: Linguistic Competence

5. In your experience, how does translation improve students' reading comprehension?
6. How does translation impact students' writing accuracy and fluency?
7. Do you observe improvements in students' ability to convey meaning between Arabic and English?

Section 3: Cultural Awareness

8. To what extent does translation enhance students' understanding of Arab culture and social norms?
9. How effective is translation in developing students' intercultural sensitivity?

Section 4: Professional Readiness

10. Does translation instruction prepare students for careers involving Arabic-English communication?
11. How does translation training contribute to students' problem-solving, critical thinking, or negotiation skills?
12. What recommendations would you give to improve translation integration for workforce preparedness?

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