The Perceptions of Yemeni Universities Students towards Practical Training and Internships in Translation Programs

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Abstract: An increased attention to translation and translator training programs has recently arisen. Despite the importance of translation programs globally, the quality of translation programs remains insufficient in producing effective translation professionals, especially in Yemeni universities. This study investigates the perceptions of translation students at public and private universities in Hodeidah, Yemen, regarding practical training and internships in translation programs. It aims to evaluate how the integration of practical training influences students' professional preparedness and satisfaction with their educational experiences. To achieve this objective, this study employed a closed-ended questionnaire tool for data collection, administered to 160 undergraduate translation students in their third and fourth years of study. Consequently, the collected data was analyzed using the descriptive statistical analysis program (SPSS). The findings revealed statistically significant differences in the perceptions between public and private universities students. Underscoring a critical need for curriculum improvements, particularly the integration of practical applications with theoretical concepts. The present study highlights the importance of curriculum enhancements in translation programs to better prepare students for the industry demands of practical training in translation education. This study contributes to providing a valuable insight into the development of the educational quality of translation programs in general and, particularly, in the Yemeni higher educational sector.

Keywords: Practical Training, Internships, Translator Training, Yemeni Students.

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تصورات طلاب الجامعات اليمنية حول تدريبهم العملي والتدريب الداخلي في برامج الترجمة

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المستخلص: تزايد الاهتمام مؤخرًا ببرامج الترجمة وتدريب المترجمين. وعلى الرغم من أهمية برامج الترجمة عالميا، إلا أن جودة هذه البرامج لا تزال غير كافية لإعداد مترجمين محترفين، خاصة في الجامعات اليمنية. تناولت هذه الدراسة تصورات طلاب الترجمة في الجامعات الحكومية والخاصة في الحديدة، اليمن، فيما يتعلق بالتدريب العملي والتدريب الداخلي في برامج الترجمة. تهدف الدراسة إلى تقييم كيفية تأثير دمج التدريب العملي على استعداد الطلاب المهني ورضاهم عن تجاربهم التعليمية. ولتحقيق هذا الهدف، استخدمت هذه الدراسة استبانة مغلقة كأداة لجمع البيانات وتم توزيعها على عينة بلغت (160) طالبًا وطالبة من طلاب الترجمة في المرحلتين الثالثة والرابعة من الدراسة الجامعية. وبناء على ذلك، تم تحليل البيانات باستخدام برنامج التحليل الإحصائي الوصفي (SPSS). كشفت النتائج عن وجود فروق ذات دلالة إحصائية في تصورات طلاب الجامعات الحكومية والخاصة. كما أشارت إلى ضرورة تطوير المناهج الدراسية، وخاصة دمج التطبيقات العملية مع المفاهيم النظرية. تسلط الدراسة الحالية الضوء على أهمية تحسين المناهج الدراسية في برامج الترجمة لإعداد الطلاب بشكل أفضل لمتطلبات سوق العمل من التدريب العملي في تعليم الترجمة. تساهم هذه الدراسة في تقديم رؤيا قيمة لتطوير الجودة التعليمية لبرامج الترجمة بشكل عام وفي قطاع التعليم العالي اليمني بشكل خاص.

الكلمات المفتاحية: التدريب العملي، التدريب الداخلي، تدريب المترجمين، الطلاب اليمنيين.

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1. Introduction

In the realm of higher education and the growing significance of the translation industry, the role of practical training within translator training programs has received considerable attention. While comprehensive research acknowledged the significance of translation training in building both theoretical understanding and practical competency, a critical area remains under-explored: the instance of the efficacy and perceptions of practical training.

Previous studies, such as those by Mohammed (2019) and researchers like Nwaikpo (2025) and Driai & Bekkouche (2025), have contributed substantially to understanding the impact of translation training on overall quality and the role of theory. Similarly, the evolving nature of the translation profession and the increasing demand for highly skilled translators drive this growing recognition (Núñez & Cerezo, 2020).

Translation is inherently a transdisciplinary field, necessitating the integration of knowledge from various disciplines that can enrich translation programs, particularly when structuring effective internships and practical training opportunities. In this regard, many universities in developed countries have begun incorporating job placements and practical training components into their curricula, enabling students to confront real-world translation challenges, gain experiential knowledge, and develop professional networks (Khasawneh, 2024).

Engaging with authentic translation scenarios allows students to move beyond theoretical constructs, improving their problem-solving abilities and practical skills. Furthermore, the influence of practical training is crucial for improving translation quality and training programs due to the global need for proficient translators (Salamah, 2021). Some studies have even developed various theories to achieve high-quality translations, encouraging translators to refine their skills by applying these theories in practical contexts (Yahya et al., 2023).

However, despite this widespread recognition of practical training's importance, a significant gap exists in the literature regarding the specific experiences and perspectives of translation students in Yemen. While numerous studies have investigated this topic in other contexts, particularly within developed nations, the Yemeni higher education landscape, with its unique challenges and resources, remains largely unexamined. Furthermore, research has not comparatively analyzed the perspectives between public and private institutions within Yemen concerning the integration of practical training programs. This oversight creates a crucial gap in understanding how Yemeni students perceive practical training's impact on their professional preparedness and educational experiences. This gap is particularly concerning given the observed lack of integration of such training components within translation programs in Yemen, stemming from insufficient awareness of the importance, inadequate identification of training needs, and a disconnect between theory and practice. Based on the above discussion, this study intends to explore the perceptions of Yemeni translation students regarding the impact of practical training and internships in both public and private Yemeni universities in Hodeida.

Therefore, this study seeks to address this critical gap by exploring the perceptions of Yemeni university students, from both public and private institutions in Hodeidah, regarding the value and impact of practical training and internships within their translation programs. By directly investigating the perspectives of those most affected, the present study aims to provide valuable insights for educators, policymakers, and institutions within Yemen to enhance their curricula and better equip future translators with the practical skills needed for professional success. The overarching objective is to shed light on the role and effectiveness of such initiatives in the specific context of Yemen, thereby contributing to the overall improvement of translator training in the region.

2. Literature Review.

nternships serve as a vital bridge between academic learning and practical application, offering temporary work opportunities designed to equip students and graduates with essential skills relevant to their chosen fields. The primary objective of translation internships and practical training programs is to furnish students with the professional knowledge and skills required for success in their careers while fostering the development of essential competencies in the translation field (Ramírez & Palacio, 2025; Syahputra et al., 2022; Wang et al., 2020).

Unlike apprenticeships, internships vary significantly in structure and intensity and are available across various sectors, including business, non-profit, and governmental organizations. Nonetheless, well-structured internships are intentionally designed to enhance technical skills and job readiness, empowering students to apply their academic knowledge in real-world contexts. Bala et al. (2025) & Alwazna (2023).

A prevailing body of literature emphasizes the importance of practical training within translation programs, highlighting its role in enhancing students' understanding of industry-related issues and improving employability. This training equips students with the requisite professional knowledge and skills while helping them develop a range of competencies essential for success in the translation field (Syahputra et al., 2022; Wang et al., 2020; Alshargabi & Al-Mekhlafi, 2019). Many types of research indicate that students who engage in internships during their translation studies are more likely to succeed in their careers and possess a deeper understanding of the translation industry (Rutherford et al., 2025; Ashuja'a & Jibreel, 2024; Yahya et al., 2023).

Many studies suggest that well-structured internship experiences offer critical insights into the roles and responsibilities associated with students' fields of study. For example, research in the translation sector (e.g., Al-Sowaidi & Mohammed, 2023; Bowker, 2020; and Mohamed, 2014) underscored the industry's evolving demands, prompting a shift in translation education that prioritizes proactive learning strategies, increased student engagement, and critical thinking (Mohammed, 2020). This evolution reflects a growing recognition of the need for academic programs to adapt to the dynamic nature of professional environments. Furthermore, the impact of machine translation (MT) and post-editing on professional practice necessitates a curriculum that equips students with these contemporary skills (Kenny, 2023; Vieira & Alonso, 2024).

According to Al-Qinai (2010) and Thawabteh and Najjar (2014), hands-on training is essential for preparing students to navigate the authentic challenges in the translation field. Alotaibi (2017) claimed that English and Arabic corpora facilitate practical interactions with authentic texts, reinforcing the link between theory and practice. Relatively, Kuo and Wang (2023) further elaborate on the advantages and challenges of practical training in translator education. This also includes understanding the ethical considerations related to using technology in translation (Gouadec, 2022).

Likewise, Yazici (2017) emphasized the necessity for a well-defined training framework, while Al-Khulaidi and Azokhaimy (2022) advocated for integrating practical skills into translation curricula. The significance of practice sessions in equipping novice translators with project management skills is supported by Constantinou et al. (2021), who demonstrated how exposure to varied contexts can enhance overall performance. The ongoing discourse regarding barriers to effective translator training, as detailed by (Okatan et al., 2022, and Salamah, 2021), highlights the urgent need for robust training models.This need is echoed by Tian et al. (2023), who asserted that technological integration is required to enhance students' abilities to handle complex texts. More recent calls emphasize the importance of critical thinking and adaptability in a landscape where AI tools are rapidly evolving (Cadwell & Vivaldi, 2024).

In the Yemeni context, several studies have analyzed the effectiveness of bachelor's degree programs in translation, focusing on factors such as student and translator perspectives (Al-Ward, 2018; Jibreel et al., 2017; Al-Mizgagi, 2014), significant barriers faced by Yemeni students (Ahmar & Othman, 2018), academic standards (Alshargabi & Al-Mekhlafi, 2019), and the alignment of intended learning outcomes with course content (Alshargabi & Al-Mekhlafi, 2021). These investigations collectively assess the condition of translation programs in Yemen, notably regarding academic accreditation standards (Yahya et al., 2023), as well as student interpreters' attitudes towards the undergraduate interpreting training programs (Al-Sowaidi & Mohammed, 2023) and the practical components of BA translation programs (Ashuja'a & Jibreel, 2024). Essentially, the literature consistently indicates that practical training connects theoretical knowledge with real-world applications, enhancing students' language proficiency and adaptive skills (Khasawneh, 2024). Engagements in authentic translation scenarios cultivate essential competencies beyond classroom learning, as evidenced by studies (e.g., Mohammed, 2020; Abu-ghararah, 2017). Such engagements also foster confidence and a deeper understanding of the industry, which results in improved performance outcomes. This includes the ability to effectively leverage and critically evaluate machine translation output, as well as engage with other emerging translation technologies (Hurtado Albir, 2023).

Overall, this study aims to examine the perceptions of Yemeni universities students regarding practical training and internships in translation programs, specifically focusing on translation students from both public and private universities in Hodeidah.

2.1. Problem Statement

More studies are needed on the effectiveness and implementation of practical training in translator training programs, particularly in the context of public and private universities in Hodeida, Yemen. This lack of understanding about the current status of practical training at the Yemeni institutions in Hodeidah hampers the development and education of future translators due to several factors contributing to such programs' absence.

One issue is the need for more awareness of the importance of practical training, which prevents their inclusion in the translator training programs. This results in a focus on theory rather than on hands-on experience, neglecting the cultivation of crucial practical and professional skills for future translators. Another issue contributing to the lack of practical training in the translator training programs is the inadequate identification of the training needs of future translators. Each language combination and specialization in translation requires unique skills and knowledge. Without properly assessing the specific needs of trainees, programs may fail to enhance their practical skills. Moreover, a gap exists between theoretical knowledge and its application in practice. While theoretical knowledge forms the foundation of translation studies, more is needed to adequately prepare individuals for professional translation's complex and dynamic nature.

Overall, the absence of practical training in translator training programs stems from a need for more awareness regarding their importance, insufficient focus on identifying specific training needs, and the gap between theoretical knowledge and its practical application. Addressing these issues is crucial to ensure that future translators possess the necessary skills and experiences to succeed in the field. Many individuals, including academic institutions and potential employers, may need to fully understand the significance of practical training and internships for future translators. This lack of awareness often prioritizes theoretical knowledge and neglects the essential hands-on experience needed to develop practical and professional skills. Therefore, with comprehensive knowledge of the practical training and internships offered, the potential negative impact on the quality and competency of future translators remains to be discovered. Thus, conducting a specific analytical study on public and private Yemeni universities, particularly in Hodeida, is necessary to gain insight into the effectiveness of practical training and internships in bridging the gap between theoretical knowledge and practical skills required for professional translation.

2.2. Questions of the Study

The following Questions were created in order to guide the foundation of this research;

1- How does integrating practical training in translator training programs at public and private Yemeni universities in Hodeidah affect students' professional preparedness and overall satisfaction with their educational experiences?

2- Are there any statistically significant differences in the attitudes of the participants of the public and private universities towards the Textbooks?

The objective of these questions is to analyze and compare the attitudes of participants from public and private universities towards translation textbooks to identify any statistically significant differences in their perceptions and preferences while also investigating the perception of incorporating practical training components into translator training programs at public and private universities in Hodeidah, Yemen. Specifically, it aims to analyze how this integration influences students' readiness for professional roles in the translation field and their overall satisfaction with their educational experiences. This study seeks to identify the benefits and challenges associated with practical training, providing insights for educators and institutions to enhance translation curricula and better prepare students for the profession's demands.

3. Method and Procedures

3.1. Participants

The study involved (160) undergraduate translation students in their third and fourth years of study. These students were interning at public and private universities within Hodeidah, Yemen As such, the Public University of Hodeidah, including Science and Technology, National, and Al.Yamania Universities.

Demographic information, such as gender and academic level, was collected. All ethical procedures were strictly adhered to, including obtaining informed consent from each participant and ensuring anonymity.

The distribution of (160) respondents based on their gender, with a large portion of participants were (115) female representing (71.87%), with a smaller portion (30) male respondents, about (18.75%) percentage being male undergraduates, and a small portion (15) respondents, (9.37%) did not provide gender information. This skewed gender representation is worth noting in the context of the study findings.

The respondents were nearly equally split between third-year students (50.6%) and fourth-year students (49.3%). This balanced sample from both academic levels provided a diverse range of student perspectives within the translation program.

3. 2. Survey Questionnaire

The data for this study were collected through a closed-ended questionnaire specifically designed by the researchers, drawing on relevant prior research. The final version included 17 statements categorized into five distinct dimensions: 1) Effectiveness and Relevance of the Translation Course, 2) Challenges and Difficulties Encountered, 3) Quality and Adequacy of Course Content, 4) Overall Satisfaction with Courses and Training, and 5) Integration of Practical Training. A five-point Likert scale was employed to assess students' and graduates' agreement levels with these statements, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The survey aims to capture insights into the perspectives of students from Yemeni universities regarding their practical training and internship experiences. The internal consistency of the questionnaire was evaluated by using Cronbach's alpha, yielding reliability coefficients for the five subscales that exceeded the acceptable threshold of 0.70, with values ranging from (0.79 to 0.84), thereby confirming the reliability of the instrument, as recommended by Frankel and Wallen (2006).

3. 3. Data Analysis:

After gathering the survey questionnaire, the responses were coded using the Statistical Package for Social Sciences (SPSS). Descriptive statistics were generated for each item on the questionnaire and means, and standard deviations were calculated. The Independent Samples T. test was conducted to evaluate the perceptions of Yemeni university students regarding their practical training. The significance level for this study was established at $P<0.05$.

4.   Results and Discussion

This study evaluates specific key domains, including the relevance and effectiveness of the course content, challenges faced by participants, and their overall satisfaction with the training provided. Each domain reveals insights into the participants' experiences, as reflected in moderate ratings on a scale measuring aspects such as course quality, integration of practical training, and the challenges encountered during the learning process. Table (1) below represents the results of the survey dimensions and overall score of (M=3.35, SD=1.38).

Table (1): overall mean and SDs results of the survey dimensions (N=160)

No.	Domains	No. of items	Mean	SD	Verbal Recognition
1	Effectiveness and Relevance of the Translation Course	6	3.18	.2.74	Moderate
2	Challenges and Difficulties Encountered.	2	3.68	1.03	Moderate
3	.Quality and Adequacy of Course Content	4	3.37	1.04	Moderate
4	Overall Satisfaction with Courses and Training.	3	2.91	1.10	Moderate
5	Integration of Practical Training.	2	3.61	1.12	Moderate
	Overall	17	3.35	1.38	Moderate

The survey analyzes a translation course involving 160 participants and evaluates various dimensions of the course's effectiveness and quality. Overall, responses were moderate across all areas assessed, including the effectiveness and relevance (mean=3.18 & SD= 2.74), challenges encountered (mean= 3.68 & SD= 1.03), quality of course content (mean= 3.37 & SD= 1.04), overall satisfaction (mean= 2.91 & SD= 1.10), and integration of practical training (mean= 3.61 & SD= 1.12). The overall mean score was (3.35 with an SD of 1.38). Participants acknowledged the course's relevance and practical training integration but indicated the substantial need for improvement, especially regarding overall satisfaction and content quality. The variability in responses highlights differing experiences and opinions among participants.

4.1. Effectiveness and Relevance of the Translation Course

The means and standard deviations of the six statements relating to the effectiveness and relevance of the translation course were calculated. Table (2) below shows the statements and participants' responses. They are reorganized to reflect how strongly the respondents felt about each statement, in descending order;

Table(2): descriptive statistics and the statements of the translation course effectiveness

Rank	Items	Score					Means	S.D	Verbal Recognition
		Strongly agree	Agree	Neutral	Dis agree	Strongly disagree			
Dimension 1. Effectiveness and Relevance of the Translation Course									
Evaluates how well the course prepares students for professional practice and its alignment with market needs									
1	The components of the translation course fulfill the needs of the job market.	24	32	24	15	5	3.55	1.15	Moderate
2	The current translation courses fulfill the program learning outcomes.	21	30	10	29	10	3.33	1.05	Moderate
3	The course objectives are relevant to the content.	20	32	16	20	12	3.28	0.910	Moderate
4	The content of the translation course used in your department has given you a better comprehension of what translation is about.	25	28	17	20	10	3.07	1.17	Moderate
5	The translation courses meet the objectives of translation program.	16	24	18	25	17	2.97	0.950	Moderate
6	The content of current courses will qualify graduates to be professional translators.	14	23	15	31	17	2.86	1.40	Moderate
Average							3.18	.2.74	Moderate

Table (2) shows that the average mean score of the respondents on the effectiveness and relevance of the translation course scale was (3.18). The results shown in the table above indicate that the means for the six statements regarding the effectiveness of the translation course ranged between (3.55) and (2.86). As for the total average of the six statements, the mean was 3.18. The highest rating was given to the statement "The components of the translation course fulfill the job market's needs with a mean of (3.55), followed by the statement "The current translation courses fulfill the program learning outcomes with a mean of (3.33). Then came the statement, The course objectives are relevant to the content with a mean of (3.28), followed by the statement, The content of the translation course used in your department has given a better comprehension of what translation is about with a mean of (3.07). In the fifth rank came the statement, The translation courses meet the objectives of the translation program with a mean of (2.97), and in the sixth rank came the statement, The content of current courses will qualify graduates to be professional translators with a mean of (2.86).

While the translation courses are effective in certain areas, notable concerns exist regarding their ability to prepare students as professional translators. Addressing these gaps could improve overall perceptions and outcomes of the program, leading to more confident and competent graduates. This result reflects the awareness of the disconnection between curricula and industry needs, which

is in line with the findings of previous studies conducted in similar fields (Bala et al., 2025; Yahya et al., 2023; Alshargabi & Al-Mekhlafi, 2021; and Al-Mizgagi, 2014).

4.2. Challenges and Difficulties Encountered

The calculation means and SD of the two statements relating to the student's views and awareness of the challenges and difficulties encountered were calculated. The statements and the participants' responses are presented in table (3) below. They are reorganized in descending order to reflect how strongly the respondents felt about each statement.

Table (3): descriptive statistics and the statements of the challenges and difficulties encountered

Rank	Items	Score					Means	S.D	Verbal Recognition
		Strongly agree	Agree	Neutral	Disagree	Stronglydisagree			
	Dimension 2. Challenges and Difficulties Encountered Highlights difficulties faced by students that may affect their educational experience.								
1	While taking translation courses, you faced critical problems and difficulties.	40	33	15	9	3	3.79	.910	Moderate
2	There are points of weakness in the elements of the translation course.	32	31	17	11	9	3.58	1.13	Moderate
Average							3.68	1.03	Moderate

The results given in table (3) above, the translation students highlighted the difficulties faced and may affect their educational experience. They strongly agreed they encountered significant problems in translation courses (M= 3.79). Most respondents also agreed that they identified the weaknesses of elements in the translation course with a moderate average (M=3.58 & S.D=1.13). This finding mirrors Kuo & Wang's (2024), and Núñez & Cerezo (2020) findings by highlighting similar challenges faced by students in their translation courses. Emphasize the critical need for enhanced support systems and practical training opportunities that facilitate applying theoretical knowledge in real-world contexts.

4.3. Quality and Adequacy of Course Content

The translation students were asked to respond to four statements relating to their perceptions about the quality and adequacy of course content. The statements and the respondents' responses are illustrated in table (4) below in descending order;

Table(4): descriptive statistics and the statements of the quality and adequacy of course contentNo.

Rank	Items	Score					Means	S.D	Verbal Recognition
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
	Dimension 3. Quality and Adequacy of Course Content Assesses the quality of course materials and their coverage of necessary theoretical and practical aspects								
1	Additional components should the module include in order to fulfill the needs of the job market students and.	36	34	15	10	5	3.46	1.20	High

Rank	Items	Score					Means	S.D	Verbal Recognition
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
2	The course materials used in the translation training program helped you to understand more complex linguistic concepts (e.g. pragmatic versus semantic meaning, etc.	23	20	23	24	10	3.24	1.00	Moderate
3	The practical applications of more theoretical concepts (e.g. text-analysis, translation strategies) have been sufficiently demonstrated during the course.	26	28	15	17	14	3.21	1.03	Moderate
4	Practical applications of translation theories which were taught were Adequate.	19	18	28	18	17	3.15	.900	Moderate
Average							3.37	1.04	Moderate

Table (4) above shows that the findings highlight students' perceptions of the translation training program. Respondents showed strong agreement regarding the need for additional curriculum components to meet job market demands, with a mean of (3.46). In contrast, the usefulness of course materials for complex linguistic concepts received a moderate score of (3.24), indicating mixed responses. Similarly, the practical application of theoretical concepts scored (3.21), suggesting acknowledging some practical demonstrations but noting the need for improvement. The adequacy of practical applications of translation theories had a mean of (3.15), reflecting moderate views, with many students remaining neutral. Overall, the average mean across all items was (3.37), indicating a moderate assessment of the course's adequacy and quality. Students acknowledged the need for improvements to prepare them for the job market better. This result is supported by previous studies (Canbolat, 2025; Driai & Bekkouche, 2025; and Yahya et al., 2023), who demonstrated incorporating practical training and internships, which are crucial in improving translation quality. Generally, the results emphasize the importance of adapting educational curricula to include training in MT and post-editing skills (Kenny, 2023; Vieira & Alonso, 2024). As the study indicates a difference in resource access and educational quality between public and private universities, it appears vital to integrate these contemporary skills into both types of institutions. The integration of MT tools not only prepares students for the current job market but also promotes inclusivity by offering all students, regardless of institutional affiliation, the opportunity to engage with cutting-edge translation technologies. This aligns with global trends in higher education, where institutions are increasingly focusing on technology-driven curricula to prepare students for a dynamic workforce.

4.4. Overall Satisfaction with Courses and Training:

The overall satisfaction with courses and training evaluates students' contentment and perceived value of translation courses through three key aspects, as represented in table (5) below. It assesses whether the courses meet program learning outcomes, if the materials align with student needs, and reflects undergraduate students' satisfaction with the translation department. This dimension emphasizes aligning course content with student expectations and educational goals.

Table (5): descriptive statistics and the statements of the overall satisfaction with courses and training

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Means	S.D	Verbal Recognition
		Score							
1	The current translation courses fulfill the program learning outcomes.	15	15	15	30	25	3.25	1.05	Moderate
2	The materials used for the course reflected the students' needs.	25	25	23	17	10	3.00	1.12	Moderate
3	As an undergraduate student in English department, you are satisfied with the translation courses offered in the Translation Departmen.	8	20	23	31	18	2.96	1.13	Moderate
Average							2.91	1.10	Moderate

The analysis, provided in table (5) above, examines student satisfaction with translation courses, revealing moderate overall satisfaction with a mean score of 2.91. Specific item evaluations show that while some students believe the courses meet learning outcomes, there is considerable dissatisfaction, with 30 students disagree and 25 strongly disagree. Similarly, while materials largely meet student needs (mean score of 3.00), significant gaps remain, with 17 students disagreeing and ten strongly disagreeing on relevance. The lowest satisfaction was reported regarding overall course quality (mean of 2.96), with 31 students disagreeing and 18 strongly disagreeing. This indicates no matching between student expectations and their actual experiences, emphasizing the need for course design and materials improvements. Consequently, providing feedback to students in the translation classroom and formative assessment would help improve their translation skills. This finding aligns with earlier research findings (Guo et al., 2025; Alward, 2018; Abu-ghararah, 2017), all of which stressing the importance of providing additional translation practice and dedicating enough class time to it. The calls for critical thinking and adaptability in a rapidly developing technological landscape (Cadwell & Vivaldi, 2024) are essential skills that should be emphasized in both public and private universities. Bridging this gap through targeted educational reforms could enhance the overall competency of translation graduates, making them better prepared to leverage AI and MT technologies effectively.

4.5. Integration of Practical Training

On the other hand, in dimension five, which focused on the integration of practical training through (2) statements, the overall average received a moderate mean(3.61), and S.D of (1.12), as can be seen in table (6) below,

Table (6): descriptive statistics and the statements of the integration of practical training

No.	Rank	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Means	S.D	Verbal Recognition
			Score							
Dimension 5. Integration of Practical Training Focuses on perceptions of practical training modules and their benefits										
19	1	It is beneficial to include practical training (internship) module for students.	38	32	20	7	3	3.73	1.09	High
9	2	The modules include	21	25	15	30	9	3.05	1.09	Moderate

No.	Rank	Items	Score					Means	S.D	Verbal Recognition
			Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
		practical training hours or workshops in translation.								
Overall								3.61	1.12	Moderate

Table (6) above inspects the two items under this dimension, which focus on assessing the respondents' perceptions of the importance of integration of practical training within translation courses. It reveals that most respondents strongly agreed on the inclusion of practical training, with a mean score of m=3.73 & SD=1.09). In contrast, the second item, "the modules include practical training hours or workshops in translation," was underscored moderately (m=3.05 & SD=109). This finding matches with the findings of previous studies (Al.shammari & Alkhwaldi, 2025; Ashuja'a & Jibreel, 2024; Khasawneh, 2024). They explored the perspectives of stakeholders on the importance of integrating internship programs into translation curriculum in developing practical skills and bridging the gap between academic training and real-world applications in translation. This study suggests that educational frameworks need to provide robust training in both the technical and evaluative aspects of translation technologies. By establishing partnerships with tech companies or integrating real-world projects into the curriculum, universities can enhance students' hands-on experience with emerging technologies, regardless of their institutional background (Hurtado Albir, 2023).

To answer the second question of this study, an independent-sample t-test was conducted to determine the t-value and assess the significance of the difference between the means of responses from the sample participants regarding the type of university. Levene's test confirmed the assumption of variance homogeneity, as illustrated in table (7) below.

Table (7): T -value of the significance difference between the means of University Type related to Textbooks

Variable	University Type	N	Mean	SD	T	df	Sig.(2-taile)
Textbooks	public	82	3.38	0.42	4.956	143	.000
	private	78	3.73	0.42			

Source: Outputs of the statistical program (SPSS)

Upon reviewing the analysis of the results in table (7), it can be noted that the t-value of the translation textbooks was rated as (4.95), and the significance level was (0.000), which is a value less than (0.05). This indicates that there is a highly statistically significant difference between the responses of sample participants from public and private universities regarding the translation course. The distributions of the means sores and SDs clarified in figure (1) below;
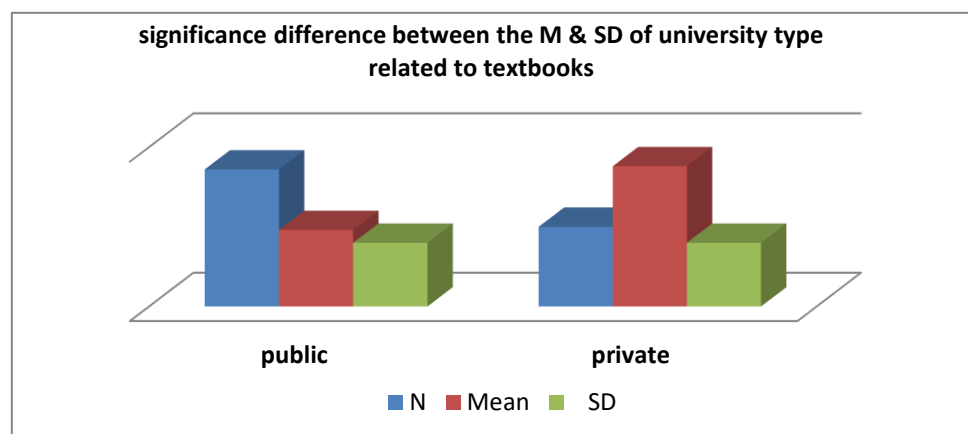
Figure(1): significance difference in the translation in textbook perceptions among type of university

As illustrated in figure(1), the rating mean score for public universities was (3.38) with an SD of (0.42), while private universities received a higher score (M = 3.73 & SD = 0.42). This emphasizes that there are statistically significant differences in the attitudes of the participants of the public and private Yemeni universities towards the textbooks at the significance level of (0.05), for

private universities. This finding correlates with the results of a recent study by Guo et al. (2025), who remarked that students from private high schools had greater satisfaction with school services quality and learning experience than their peers in public schools. These studies altogether emphasized the need for educational policies that address these disparities to improve the quality of educational courses in public institutions and support learners from less advantaged backgrounds. Such policies are crucial for promoting equitable educational opportunities and enhancing overall student satisfaction.

5. Conclusion

In conclusion, the present study investigated and explored the role of practical training and internships in shaping Yemeni university students' perceptions of their translation education in Hodeidah. The findings reveal that while students acknowledge the importance of practical training in preparing them for the workforce, their overall satisfaction with the current curriculum is moderate to low. This indicates a pressing need for universities to reevaluate and enhance their translation programs, ensuring that course content is not only relevant but also effectively integrated with practical applications that reflect the demands of the industry. This directly addresses the objectives of the current study by revealing gaps between current educational practices and the expectations of the translation workforce.

The identified challenges underscore the necessity of implementing robust support systems to bridge the gap between theoretical knowledge and practical experience. Furthermore, the variability in student feedback emphasizes the importance of considering diverse perspectives in curriculum development.

By addressing these issues, educational institutions can significantly improve the quality of translation training, equipping students with the skills and confidence necessary for success in their professional endeavors. The insights gained from this study serve as a valuable theoretical resource for educators and decision-makers, enabling them to transform translation curricula to align with both industry expectations and student aspirations. Methodologically, the significant differences identified in textbook perceptions highlight the need for comprehensive curriculum reform, ensuring that all students, regardless of their university type, receive a quality education that adequately prepares them for the translation profession.

6. Recommendations and suggestions

Practically, the study offers actionable recommendations for educational institutions to renew their translation programs, ensuring they align with industry standards and meet student aspirations. Given the findings of this survey, several recommendations can be suggested to enhance the translation course.

1. It is imperative to reformulate the curriculum to better align with the demands of the translation industry. This could involve the enhancement of course materials, the incorporation of advanced technology and resources, and the introduction of new content that addresses gaps in students' knowledge and skills.

2. Increasing opportunities for practical training is crucial. Incorporating internships and workshops into the curriculum could bridge the gap between theoretical training and real-world applications, addressing students' concerns regarding practical skill development. This aligns with the recognition of many studies that highlight the significance of hands-on experiences in translation education.

3. Enhancing feedback mechanisms can play a pivotal role in improving course satisfaction. Regular formative assessments and opportunities for student feedback on course content and delivery methods can guide educators in making timely adjustments to the curriculum, ensuring it meets students' needs and expectations.

4. Develop a new practical framework designed to enhance training programs through the integration of innovative technologies and, extending research to include comparative studies of translation programs across various regions will help contextualize local findings within a global educational framework.

5. Further research could focus on tracking the long-term outcomes of alums in the translation field to assess the effectiveness of curriculum changes over time. This data would provide insights into how well the course prepares students for professional roles and help in continuously refining the educational approach to translation studies. Collaboration with industry stakeholders will also be essential in ensuring that the training provided is relevant and meets the changing demands of the translation workplace.

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Appendix (A) Undergraduate questionnaire

	Personal Information Name, email (optional): Age Gender: Academic level: Type of University:					
No.	**Statements**	**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
	Dimension 1. Effectiveness and Relevance of the Translation Course					
	Evaluates how well the course prepares students for professional practice and its alignment with market needs					
1.	**The components of the translation course fulfill the needs of the job market.**					
2.	**The current translation courses fulfill the program learning outcomes.**					
3.	**The course objectives are relevant to the content.**					
4.	**The content of the translation course used in your department has given you a better comprehension of what translation is about.**					
5.	**The translation courses meet the objectives of translation program.**					
6.	**The content of current courses will qualify graduates to be professional translators.**					
	Dimension 2. Challenges and Difficulties Encountered					
	Highlighting difficulties faced by students that may affect their educational experience					
7.	**While taking translation courses, you faced critical problems and difficulties.**					
8.	**There are points of weakness in the elements of the translation course.**					
	Dimension 3. Quality and Adequacy of Course Content					
	Assessing the quality of course materials and their coverage of necessary theoretical and practical aspects					
9.	**Additional components should the module include in order to fulfill the needs of the job market students and.**					
10.	**The course materials used in the translation training program helped you to understand more complex linguistic concepts (e.g. pragmatic versus semantic meaning, etc.**					
11.	**The practical applications of more theoretical concepts (e.g. text-analysis, translation strategies) have been sufficiently demonstrated during the course.**					
12.	**Practical applications of translation theories which were taught were Adequate.**					
	Dimension 4. Overall Satisfaction with Courses and Training					
	Captures students' overall satisfaction and perceived value of translation courses					

	Personal Information Name, email (optional): Age Gender: Academic level: Type of University:					
13.	The current translation courses fulfill the program learning outcomes.					
14.	The materials used for the course reflected the students' needs.					
15.	As an undergraduate student in English department, you are satisfied with the translation courses offered in the Translation Department.					
	Dimension 5. Integration of Practical Training Focusing on perceptions of practical training modules and their benefits					
16.	It is beneficial to include practical training (internship) module for students.					
17.	The modules include practical training hours or workshops in translation.					