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# Embracing Reflective Pedagogical Action Research in Translator Education: The Case of a Hybrid Graduate Course

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## ABSTRACT

The proposed study employs a qualitative approach to explore the complex learning experiences of two university instructors teaching the same course at a post-graduate level. It assesses the impacts of teacher development and curriculum development, focusing on recording successful teaching practices through the lens of reflective pedagogical action research. A collective data-gathering procedure is performed with data analyzed methodically using ATLAS.ti. The dataset that comprises teachers' perspectives on their experiences is examined through thematic analysis and cloud methodology. Three key elements emerge from the dataset: student engagement, curricular consistency, instructor self-assessment, self-reflection, and self-regulation. The work contributes to knowledge regarding integrating reflective pedagogical action research within translator education and its effects on pedagogical growth. The work also illustrates how reflective pedagogical action research can contribute to meaningful specialist teaching practices as well as the development of education procedures. In this research work, text-to-video learning development and its artificial intelligence effects could have added value to be explored. These developments in research are indicative of the importance of the reflective method toward preparing educators for practicing in technology-led and responsive classrooms. These AI-based aspects, while not forming a focus part of analysis for this current work, do form a future research guide regarding exploring connections between intelligent education tools and reflective pedagogy.

*Keywords:* Reflective Pedagogy; Action Research; Translation; Graduate Course; Translation Education; Hybrid Learning

# 1. Introduction

## 1.1. The Research Problem and Its Importance in Higher Education

Research on moving pedagogical practices is required because tertiary education plays a significant role in enriching lifelong learning and citizenship. Translation studies are particularly susceptible to applications of reflective pedagogical action research, particularly in blended learning environments. Arab nations are under-represented in terms of reflective pedagogy despite a rise in global discourse. Empirical research needs to fill this gap. This paper enables both technology infusion and pedagogical renewal by examining reflective journaling applications in translator studies. Artificial intelligence and text-to-video conversion are two new education technology developments that directly impact education for translators[1]. Offering multimodal learning materials that appeal to multiple learning modalities, text-to-video incorporation can boost student motivation.

Reflective practice is generally recognized in general education[2,3]. Nevertheless, the usage of reflective practice in translator training lacks empirical grounds, especially in Arab higher education institutions. The current study bridges the gap by investigating how reflective journaling can improve teaching methods in a hybrid graduate translation course at Saudi Electronic University (SEU), where the need for translator upskilling has increased by 42% since 2020. Fatkullina et al.[4] emphasize the importance of establishing connections among educators, students, and higher education institutions through the Bologna Process. This connection is crucial for achieving positive outcomes in higher education, as it aligns institutional roles, promotes development, and fosters a collaborative atmosphere that benefits both students and educators. In a similar vein, Bruggeman et al.[5] take a holistic approach to identify key characteristics of instructors that are essential for the effective implementation of blended learning in higher education, highlighting the significance of reflective teaching practices in this context. The central challenge of this research is to comprehend how teaching methodologies must evolve in response to the ever-changing landscape of higher education. To tackle this challenge, it is vital to ground teaching practices in both reflection and action[6]. This combined approach allows educators to remain attuned to the shifting needs of their students, promotes the development of effective teaching methods, and enhances the overall quality of educational practices within higher education institutions.

## 1.2. Background to the Study

Reflective pedagogical action research has become a vital instrument in modern education, offering a systematic approach for educators to assess, enhance, and evolve their teaching practices[3,7]. This methodology necessitates that educators engage in thorough analysis and improvement of their instructional techniques through ongoing reflection, inquiry, and collaboration. Within this framework, educators regularly evaluate their methods, the success of their interventions, and the influence of their teaching on student learning outcomes. The primary aims of reflective pedagogical action research are to improve the learning environment, support professional growth, and demonstrate instructional effectiveness[8]. This approach is in line with contemporary educational trends that highlight the significance of reflective teaching as a catalyst for change. For instance, Farrell[2] points out that engaging in reflective practices enables educators to gain a deeper understanding of their teaching philosophies, allowing them to adjust their approaches to better address student needs. In translator education, reflective action research enhances metacognition in comparison to conventional approaches[9]. However, its application in hybrid Arab environments is uncertain.

This study focuses on a hybrid graduate course in translation education at SEU, examining how instructors utilize reflective journaling to enhance their teaching methodologies. Added details on the online versus onsite proportion and clarified institutional context to ensure clarity for readers unfamiliar with translation education. Given the blended nature of the course, which combines online and in-person learning, the research also investigates the relationship between these modes of instruction and their impact on student engagement and curriculum coherence.

## 1.3. Importance of the Study

This study holds significant importance as it seeks to bridge the divide between theoretical frameworks and practical implementation in education, particularly within the context of translator education. By investigating the effects

of reflective practices on teaching methods, instructor well-being, and student involvement, this research adds to the ongoing conversation regarding effective pedagogical strategies in higher education. The outcomes of this study could inform curriculum design, improve instructor training initiatives, and enhance the educational experience for translation students. Furthermore, this research is particularly relevant considering the rapidly changing landscape of higher education and the growing demand for proficient translators in an increasingly interconnected world. By exploring how reflective pedagogical action research can be seamlessly integrated into translation education, this study aims to contribute valuable insights to the field.

## 1.4. Structure and Organization of the Paper

This document is structured into five primary sections. Following the introductory remarks, Section 2 offers a comprehensive literature review and theoretical framework, focusing on the principles of reflective practice and action research, as well as their relevance to higher education and translator training. Section 3 delineates the research objectives and questions that inform this investigation. Section 4 provides a detailed account of the methodology utilized, highlighting the qualitative approach adopted for data collection and analysis. Section 5 discusses the findings, underscoring the significance of integrating reflective pedagogical practices within translator education. Lastly, Section 6 concludes with actionable recommendations and proposals for future research.

## 1.5. Research Objectives and Questions

The primary objectives of this study are to analyze the impact of reflective pedagogical action research on teaching methodologies within translator education, to investigate the importance of instructor collaboration in enhancing student engagement and reflective practices, and to determine how reflective action research can facilitate curriculum coherence and the evolution of teaching strategies. The research questions that will guide this study are as follows:

1.  How does reflective pedagogical action research affect teaching methodologies in translator education within a higher education context, the case of TRA550 in the MA program at Saudi Electronic University?

2.  What role does instructor collaboration play in promoting student engagement and reflective practices?
3.  In what ways can reflective action research enhance curriculum coherence and the development of pedagogies in a hybrid type of classroom context?

**The Study Aims to:**

1.  Examine how reflective pedagogical action research influences teaching methodologies in a hybrid translation education setting.
2.  Assess the role of instructor collaboration in fostering student engagement and reflective practices.
3.  Investigate the extent to which reflective action research enhances curriculum coherence and pedagogical development—clarified alignment between objectives and research questions, particularly concerning online vs. onsite learning relationships.

**Research Questions:**

1.  How does reflective pedagogical action research affect teaching methodologies in translator education within a hybrid graduate course?
2.  What role does instructor collaboration play in promoting student engagement and reflective practices?
3.  How can reflective action research contribute to curriculum coherence in a hybrid learning environment?

# 2. Literature Review and Theoretical Framework

## 2.1. Role of Reflection in Educational Improvement and Professional Development

Reflective pedagogical action research is widely recognized as a crucial element in the enhancement of teaching practices, curriculum design, and student learning outcomes[8]. Nevertheless, a thorough review of the literature indicates that, although the notion of reflective practice is well-recognized, its effective application frequently encounters obstacles that may hinder its success. Simmons et al.[10] highlight that reflection plays a vital role in tackling intricate educational issues, especially in the realm of curriculum development. However, without being integrated into a more extensive and supportive pedagogical framework, the reflection process can often devolve into a mere superficial exercise. Zeichner and Liston[11] contend that reflection

should extend beyond mere personal introspection and must be embedded within a collaborative, dialogical framework to achieve true transformation. This viewpoint is reinforced by Hattie[12], who posits that reflection in isolation may fall short of effecting significant enhancements in educational practices; rather, it necessitates the incorporation of evidence-based strategies and constructive feedback mechanisms. Ramlal et al.[13] echo this sentiment, emphasizing that the implementation of reflective practices in a vacuum is insufficient and advocating for the use of learning rubrics and collaborative action research to promote meaningful educational outcomes.

Kemmis and McTaggart's[14] cyclical model of reflective pedagogical action research has gained widespread acceptance due to its systematic approach. Nevertheless, some academics, including Finlay[15], argue that the model's inflexible structure may impede its applicability in addressing the distinct needs of various educational contexts, particularly in specialized areas such as translator education. This study aims to respond to these criticisms by investigating how reflective practices can be tailored to fulfil the specific requirements of translator education, thereby contributing to the ongoing discussion regarding the adaptability and efficacy of reflective pedagogical action research.

The application of reflective pedagogical action research in translation education is grounded in experiential learning theories[3,16]. Reflective practice is crucial for enhancing educators' instructional strategies, particularly in disciplines requiring both theoretical knowledge and practical application, such as translator training[17]. Kemmis and McTaggart's[14] action research model offers a structured approach to integrating reflection into pedagogy. However, its rigid cycle has been criticized for lacking adaptability to specific educational contexts. It addressed the concern about flexibility in application by emphasizing contextualized reflective practices. In translator education, an iterative and context-sensitive approach is necessary to align pedagogical strategies with student needs and industry requirements[18].

The incorporation of reflective pedagogical action research is consistent with the prevailing literature that highlights the importance of reflective practices in enhancing teaching and learning outcomes[16,19]. Engaging in reflective practices promotes self-assessment, which in turn encourages professional development and the creation of a more flexible teaching environment[20]. However, a thorough examination of these studies uncovers potential obstacles, such as insufficient institutional backing and the time limitations that educators encounter when attempting to implement reflective practices[3].

Fook and Gardner[21] argue that the incorporation of reflective practice into a culture of continuous learning is crucial, asserting that institutional backing is vital for promoting reflective engagement. This necessity for a supportive framework is further emphasized by Farrell[2], who points out that reflective practices often do not achieve their full potential due to insufficient systematic integration within the curriculum and a lack of adequate professional development resources. This deficiency is particularly pronounced in translator education, where educators encounter the dual challenge of enhancing students' linguistic skills while simultaneously engaging in reflective practices. Consequently, this study aims to investigate how reflective pedagogical action research can be effectively incorporated into translator education, thereby contributing to the existing literature on promoting reflective practices in specialized disciplines.

## 2.2. Advantages of Utilizing Written Records (Journaling) for Reflection

Journaling is widely acknowledged as a valuable instrument for promoting reflective practices among educators, with a plethora of studies affirming its effectiveness in improving self-awareness, critical reflection, and professional growth[22,23]. Nevertheless, a critical review of the literature indicates that the success of journaling as a reflective tool is significantly influenced by factors such as the instructor's dedication, the availability of time, and the existence of a supportive environment[24]. Hedberg[25] asserts that while journaling can foster deeper reflection, its effectiveness is often diminished when educators approach the practice superficially or without sufficient guidance. Furthermore, Zeichner and Liston[11] point out that journaling may result in "ritualistic reflection," where educators simply recount their experiences without engaging in critical examination or questioning their methodologies. This limitation prompts significant inquiries regarding the sustainability and depth of journaling as a reflective practice, particularly in high-pressure educational environments where time is a limited commodity[2].

To overcome these obstacles, scholars like Bolton[26]

advocate for the integration of journaling with collaborative reflective practices, such as peer discussions and group reflections, to enrich the depth and quality of reflection. In accordance with this suggestion, the present study investigates the application of journaling as a reflective instrument within a collaborative framework, to explore its effective implementation to enhance self-assessment, student engagement, and curriculum coherence in translator education.

## 2.3. Reflective Pedagogy and Instructor Health: A Balanced Perspective

The existing literature often underscores the beneficial effects of reflective pedagogy on instructor well-being, highlighting advantages such as heightened self-awareness, professional development, and a sense of achievement[27,28]. However, a more comprehensive examination reveals disadvantages. For instance, McAlpine and Weston[29] note that the reflective process can lead to increased workload and stress if not properly managed, potentially resulting in burnout among educators. Likewise, Farrell[2] contends that reflective practices may sometimes induce feelings of vulnerability, especially when instructors perceive themselves as isolated or lacking support in their reflective endeavors.

Hargreaves and Fullan[30] underscore the importance of adopting a balanced approach to reflective pedagogy, which aids educators in maintaining their well-being while participating in meaningful reflection. This equilibrium is essential, as it guarantees that reflective practices serve as a sustainable and enriching component of professional development, rather than becoming an added source of stress or pressure. The present study recognizes these challenges and aims to investigate how reflective pedagogical action research can be effectively implemented to promote instructor health and well-being, integrating aspects of collaboration, peer support, and structured self-assessment to foster a more sustainable reflective practice.

## 2.4. Reflective Research Practices in Translator Education: Bridging the Gap

Reflective research practices have increasingly garnered attention within translator education, with scholars like Kelly[31] and Massey[32] emphasizing their potential to improve teaching methodologies and enhance student learning outcomes. Despite this acknowledgment, a considerable gap persists in comprehending how reflective practices can be systematically incorporated into translator education to tackle the distinct challenges faced by both students and instructors. Pietrzak[33] highlights the transformative power of self-reflection in translation training, advocating for the implementation of reflective journals, peer feedback, and self-assessment tools to cultivate critical thinking and self-awareness among translation students. Conversely, other researchers, such as González-Davies[18], contend that reflective practices in translator education are frequently applied inconsistently, leading to disjointed learning experiences that do not fully engage students in the reflective process.

The concept of reflective practice, as articulated by Schön[3], is often referenced in discussions surrounding translator education. However, some critics contend that it falls short in addressing the intricate complexities associated with translation training, particularly regarding the integration of theoretical frameworks with practical application[17]. This study seeks to address this shortcoming by thoroughly investigating how reflective practices can be effectively adapted and systematically incorporated into translator education, thereby enhancing teaching methodologies and enriching students' learning experiences. Furthermore, Kiraly[17] advocates for a shift towards more contextually situated learning approaches in translator education, emphasizing the importance of students' active participation in authentic translation tasks. This perspective aligns with the aims of this study, which intends to examine how reflective pedagogical action research can be utilized to foster a more immersive and engaging educational environment for translation students.

## 2.5. Theoretical Framework

This research is anchored in a reflective pedagogical framework, which draws upon various significant theories and models within educational research. The guiding principles of this framework are primarily influenced by the concepts of experiential learning articulated by Dewey[7] and further expanded by Schön[3,7]. This approach highlights the iterative process of reflection, action, and evaluation, which is vital for professional development and enhancement of instructional practices. A key element of this framework is Schön's[3] notion of the "reflective practitioner," which differentiates between reflection-in-action (immediate think-

ing) and reflection-on-action (retrospective analysis). This differentiation is essential for comprehending how educators can refine their practices through ongoing reflection and adaptation. In addition, the study incorporates Gibbs'[34] reflective cycle, which offers a systematic method for reflection, encompassing description, feelings, evaluation, analysis, conclusion, and action planning.

The theoretical foundations of this research also significantly reference Kolb's experiential learning theory[16]. Kolb's model emphasizes the importance of reflection in converting experiences into knowledge, proposing a four-stage cycle that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation. This cyclical process is well-suited to the iterative nature of action research in educational settings. The study also examines Brookfield's[8] four lenses of critical reflection: autobiography, the perspectives of students, the experiences of colleagues, and theoretical literature. This diverse approach to reflection enhances the framework by prompting educators to analyze their practices from multiple viewpoints. Moreover, the theoretical framework is bolstered by the inclusion of recent advancements in reflective practice research. For example, the study incorporates Farrell's framework for reflecting on practice in Teaching English to Speakers of Other languages (TESOL)[2], which offers a comprehensive perspective that encompasses philosophy, principles, theory, practice, and aspects beyond practice. This all-encompassing model is particularly pertinent for investigating reflective practices in language-related disciplines, including translation. By integrating these theoretical viewpoints, this study seeks to establish a solid framework for assessing the effects of reflective pedagogical action research on curriculum development, teaching methodologies, instructor well-being, and professional growth in translator education. This cohesive approach facilitates a deeper understanding of how reflection can foster ongoing improvement and innovation within higher education environments.

# 3. Methodology

## 3.1. Qualitative Research Design

The research conducted at Saudi Electronic University employed a qualitative methodology to investigate the intricacies of reflective pedagogical action research within the context of translation education. It captured the experiences of two educators and their instructional interactions in the TRAN550 course (Translation Technologies), which was delivered in a hybrid format for Master's Level students. The objective of the study was to offer comprehensive insights into reflective practices, the evolving relationships between online and onsite elements, while also upholding ethical standards to maintain the integrity of the participants. An extensive investigation of reflective pedagogical action research within the framework of translation pedagogy was made possible by the qualitative approach.

This study adopts a qualitative research design utilizing thematic analysis of instructor reflection journals. The focus is on examining instructors' self-reflective practices within the TRA550 course at SEU, which follows a hybrid learning model. The course spans one semester (14 weeks) with approximately twenty students, and consists of 60% online instruction and 40% in-person sessions.

## 3.2. Data Collection

Data for this research were gathered from two instructors' reflective mini journals who offered the TRAN550 course in Fall 2021. The journals recorded weekly reflections on teaching, interactions with students, and presenting course materials. Besides, emails exchanged between two teachers were used to supplement data, offering a rich insight into teaching approaches and collaboration. The class consisted of approximately twenty graduate students and was conducted in a hybrid format, comprising 60% online and 40% in-person meetings.

## 3.3. Data Processing

Data processing and analysis methods used included word cloud and thematic analysis. To discover key themes including student involvement, teacher self-assessment, self-reflection, self-regulation, and curricular coherence, the reflective notes were coded using thematic analysis method. After carefully going over the notes, the research team started addressing the emerging themes from the given data. Following the data's coding into these major themes, a variety of statements bolstering the macro theme were included. A data visualization method called word cloud analysis was utilized to highlight how frequently each phrase appeared

in the dataset. Through the identification of the most often recurring terms, this technique offered insights into the most important themes, discussions, or issues. The word cloud method worked well for both condensing and exploratory analysis of textual data.

### 3.4. Ethical Considerations

In this investigation, ethical questions took center stage. Throughout the semester, the academic researchers collaborated and maintained open lines of communication. With permission from both the lead and co-instructor, the reflective journals were put together, and the log journal's goal was to improve the SEU MA program's current curriculum and pedagogical approaches. The goal of the study was to enhance the curriculum while protecting the privacy and confidentiality of students and teachers. To maintain ethical integrity, the following measures were implemented: 1) Participant anonymity was ensured by coding instructor reflections, and 2) No direct student data were collected.

### 3.5. Data Collection and Analysis

The systematic application of qualitative approaches was part of the data collection and analysis procedure. A qualitative research method called thematic analysis was used to find and examine themes, patterns, and meanings in the reflective notes. The process of coding was conducted, giving labels to data segments that explained the contents of each segment. This methodology entailed classifying data using an interpretivism-based, subjective, yet scientific method. Word cloud approaches were employed in addition to thematic analysis for effective data visualization. Word clouds provide a lexical analysis of texts and illuminate textual context by creating visual representations of the most frequently used words. Within the textual dataset, important themes, concepts, or patterns could be found using the word cloud analysis method.

The demographic data, teaching modules, word cloud, and theme analysis applied to the reflective notes were among the extracted data (**Table 1**). An overview of the demographics was given in **Table 1**, which included information on the university, odd and even numbers, modules, and the number of teachers. To sum up, the research design was qualitative, the data were collected in-depth utilizing reflective mini-journals, and the data were thoroughly analyzed using word cloud and thematic analysis approaches. The study was conducted with ethical issues in mind, protecting the privacy and confidentiality of students and teachers.

**Table 1.** Demographics.

| Teachers | Modules | Odd Numbers | Even Numbers | University |
|---|---|---|---|---|
| 1 | 6 | 06 | 7 | Saudi Electronic University (SEU) |
| 1 | 7 | NA | NA | |

**Note:** NA: non-applicable.

# 4. Thematic Analysis and Discussion

The findings of this research address the study questions by demonstrating how reflective pedagogy action research influences teaching strategies, encourages collaboration among teachers[35], and enhances curriculum coherence in a hybrid learning environment. Key ideas such as self-assessment and self-regulation highlight educators' commitment to continuous improvement. Student engagement was significantly enhanced by interaction, bolstered by both digital and in-person approaches. Curriculum coherence improved through joint reflection and comprehensive curriculum assessment. It ensures alignment with educational objectives and industry standards.

### 4.1. Self-Assessment and Regularization (Theme 1)

**Analysis:** Throughout the TRAN550 mini journal, the concept of instructors' self-evaluation and regularization emerged as a recurring motif. This highlighted the instructors' dedication to continual reflective thought and instructional improvement. Examples from the data set in **Figure 1** highlighted instances of introspection, self-reflection, and initiative-taking modification of instructional approaches. A dynamic approach is indicated by the noteworthy use of

a variety of teaching tools and approaches, including case methods and technological instruments. Examples of reflective practice, self-evaluation, and self-regulation are shown in extracts #125, 48, 93, and 104, which highlight the instructors' commitment to enhancing both their methods and the educational experiences of their students.



**Figure 1.** Coding the themes of self-regulation and self-assessment.

**Discussion:** The theme identified in **Figure 1** is consistent with recent research in the field of translation education that supports reflective learning [35,36]. The teachers' focus on providing individualized instruction is in line with how translation education is developing to accommodate a range of learning preferences [37], correlating with Gardner's [38] suggestions to address multiple intelligences in the classroom. Increasing teachers' agency and sense of self as practitioners can be effectively achieved through the theme of self-assessment and self-regulation. Given the complexity of teaching and learning situations, this reflective practice is essential because it highlights the need for ongoing care and attention, as indicated in [17]. The objectives of translation education are met by integrating various approaches and methodologies to manage pedagogical issues, with an emphasis on the connection between theory and application. The teachers' reflections emphasize the value of varied teaching approaches, social learning, and efficient use of technology

in the classroom[39].

## 4.2. Curriculum-Level Issues-Coherence and Redundancy (Theme 2)

**Analysis:** The instructors' reflections emphasize the importance of the second topic, which is centred on the "coherence and continuity between modules of the course." Examples from the dataset in **Figure 2** emphasize how crucial

it is to collaborate with other educators, link the course to other courses, and explain the course mechanics to provide high-quality instruction. The following excerpts—#nine, #29, #46, and #78—offer specific instances of educators discussing how the course materials relate to one another and previous and upcoming courses. After redundancies were found (#80a), it was acknowledged that some courses could need to be revised or even eliminated (#80b).
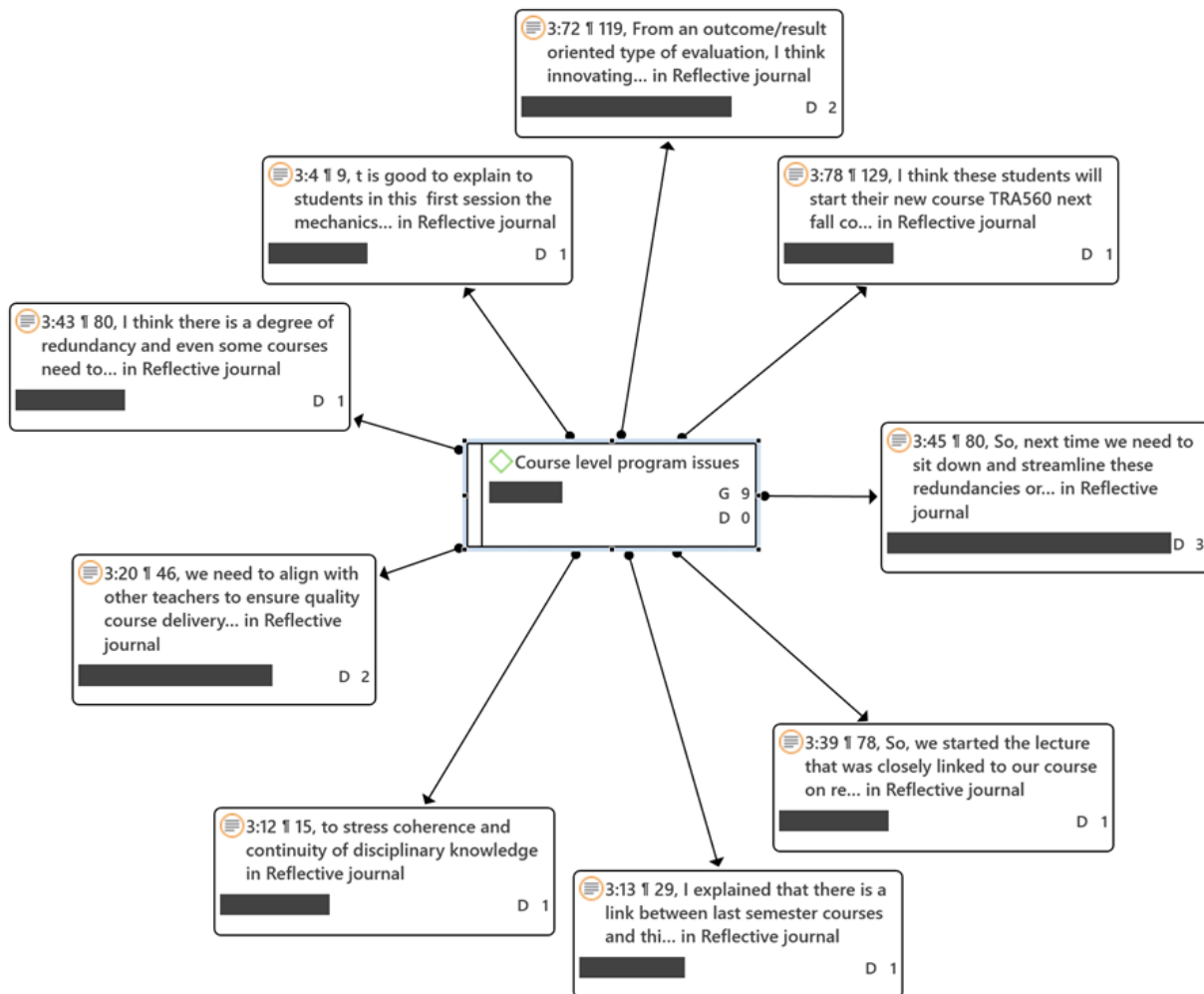


**Figure 2.** Theme on course-level program issues.

**Discussion:** The implications of the teachers' reflections on curriculum coherence and redundancy for translation pedagogy are crucial. Coherence is defined as "the extent to which different opportunities to learn and learning contents are coordinated, linked, and aligned"[40]. González[18] emphasizes that Curriculum coherence in translation studies is crucial for designing effective programs. It involves

structuring the curriculum to ensure a logical progression of learning and aligning learning objectives with specific content. A careful analysis of curriculum-related issues is important given the influence of COVID-19 on education. The comments show that to eliminate redundancy and guarantee that students are well prepared for their future employment, curriculum evaluations and updates must be done regularly.

The curriculum coherence seen in the mini journals emphasizes the significance of curriculum structuring for a logical progression of learning, which is consistent with the integrative model of curriculum development. Previous research on collaborative techniques supporting instructional innovation in translation pedagogy is consistent with the necessity for instructor collaboration for curriculum improvement.

## 4.3. Student Interaction (Theme 3)

**Analysis:** The topic of student interaction shows how engagement can take many different forms in an online learning environment. The data set in **Figure 3** shows how student contact has changed engagement. Peer contact was essential in encouraging students to participate actively, stay motivated, and turn in assignments on time (Observations 104, 105, 138).

Instructor reflections indicated that online components facilitated accessibility but required intentional strategies to maintain student participation. Instructors employed interactive activities, such as discussion forums and collaborative assignments, to foster engagement. Hybrid learning necessitated balancing synchronous and asynchronous interactions to optimize student learning experiences, which improved analysis of student participation patterns and engagement challenges.
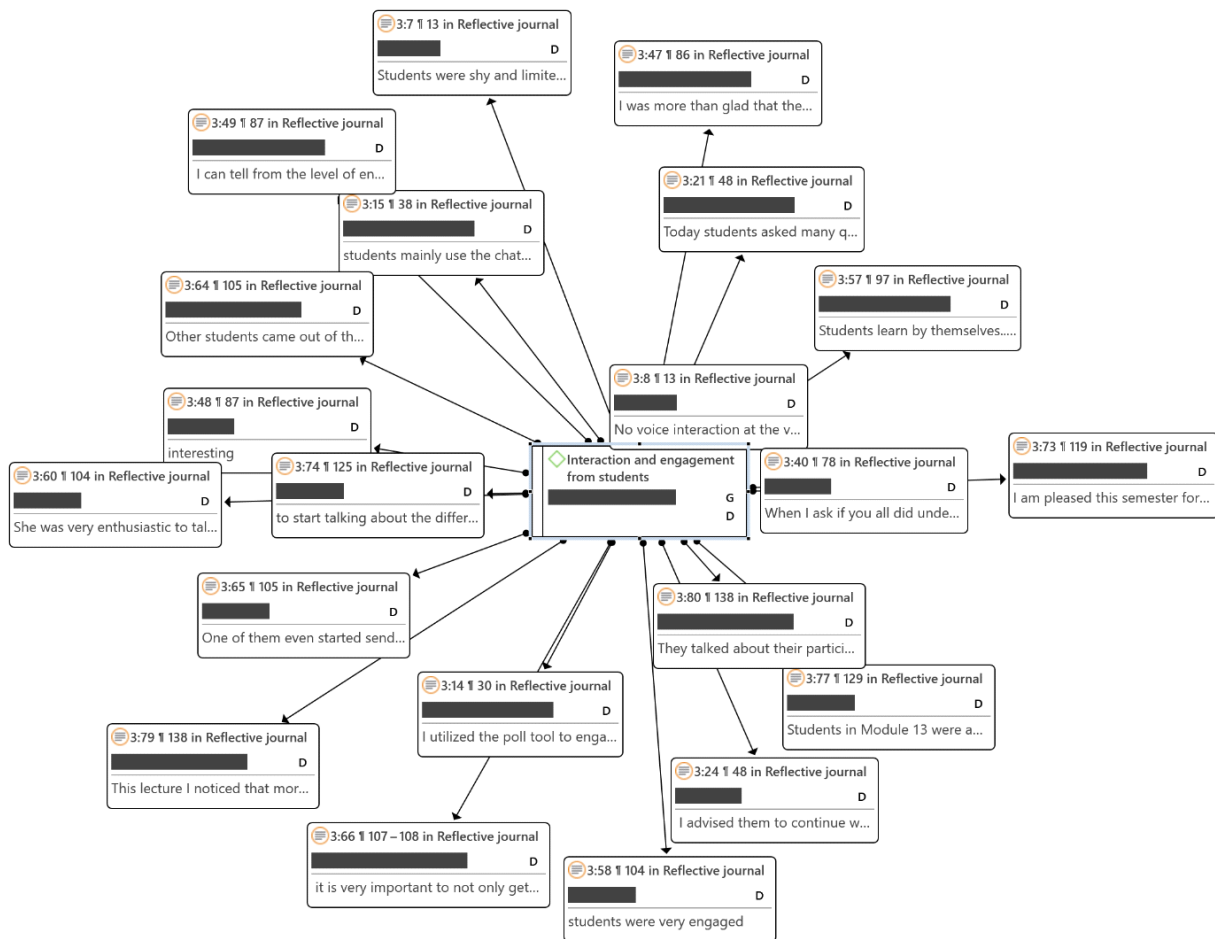


**Figure 3.** Regarding the theme of student interaction.

**Discussion:** The dataset highlights the significance of customized tactics for online instruction in the context of translation education. Engaging students in active voice participation is essential as it enables them to explain and justify their translation choices, leading to a deeper understanding of the intricacies involved. By utilizing peer interaction, a collaborative atmosphere is created that is similar to the collaborative nature of translation work in the real world[41].

The shift in involvement from text-based to voice-based indicates how comfortable students are becoming with a variety of interaction modalities, such as using polls and forums. The results validate the necessity of implementing a variety of engagement tactics in translation education to improve student motivation and participation. Gonzales[18] stipulates that Instructors should provide a supportive environment that encourages students to voice their ideas and inquiries. The use of polls and interactive tools can be strategically employed to provoke discussions on translation or technical challenges specific to each course and need.

## 4.4. Word Cloud Technique: Analysis and Discussion

**Analysis:** Using word frequency, the word cloud technique offered more information on the dataset's terminological landscape. To represent a student-centred approach and the methodical integration of reflective teaching practices into courses and programs, the terms "students" and "module" arose prominently (**Table 2** and **Figure 4**).

**Table 2.** Word frequency for reflective teaching at Saudi Electronic University (SEU).

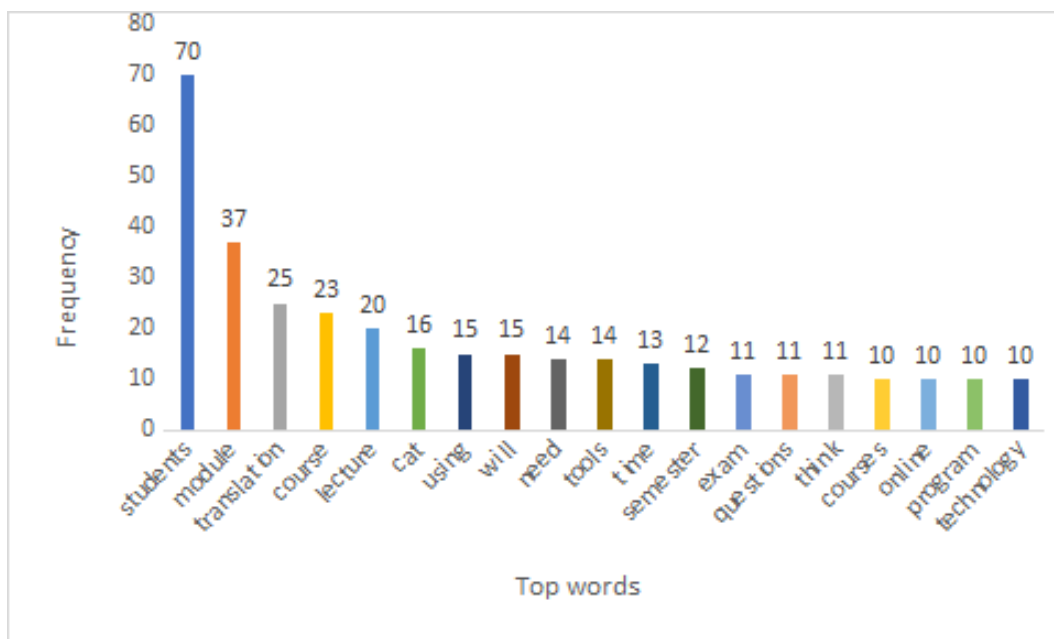| Word | Length | % | Total | % |
|---|---|---|---|---|
| Total | | 100.00% | 1819 | 100.00% |
| Students | 8 | 3.85% | 70 | 3.85% |
| Module | 6 | 2.03% | 37 | 2.03% |
| Translation | 11 | 1.37% | 25 | 1.37% |
| Course | 6 | 1.26% | 23 | 1.26% |
| Lecture | 7 | 1.10% | 20 | 1.10% |
| Cat | 3 | 0.88% | 16 | 0.88% |
| Using | 5 | 0.82% | 15 | 0.82% |
| Will | 4 | 0.82% | 15 | 0.82% |
| Need | 4 | 0.77% | 14 | 0.77% |
| Tools | 5 | 0.77% | 14 | 0.77% |



**Figure 4.** Chart representing the word frequency rate of some key terms identified in the data.

The results are further corroborated by the word cloud analysis (**Figure 5**), which highlights the importance of students in the pedagogical strategies employed by both teachers. The term "module" has gained popularity in line with

the integrative model of curriculum creation, which emphasizes constant interaction and collaboration to improve the curriculum. The analysis highlights the significance of systematic and student-centred instructional approaches in the field of translation education. In translator education, Cravo[35] highlights that the utilization of reflective pedagogy by teachers in enquiring into or on their actions and contexts would lead to transforming them and students alike, as the instructor takes the role of an initiator or facilitator acting as a more skillful and knowledgeable researcher in the group. Further, Further, and about co-teaching between two instructors in a translation classroom context, and as highlighted by Gambier and Van Doorslaer[36], the collaborative approach employed within the field of translation pedagogy has the potential to foster instructional innovation.
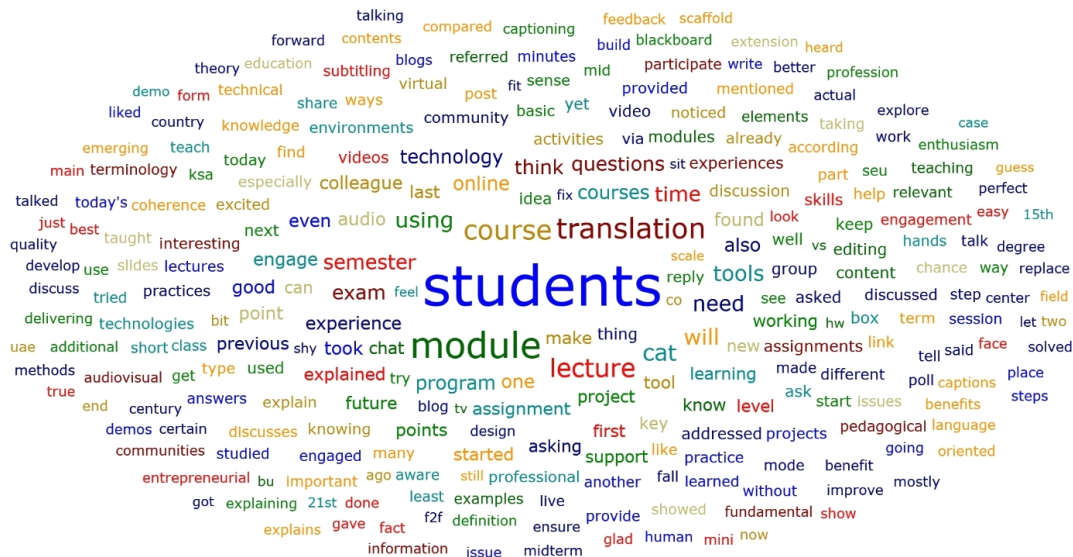


**Figure 5.** Word cloud for reflective teaching at Saudi Electronic University (SEU).

In conclusion, the extended conversation shows a thorough comprehension of the three recognized themes and how they relate to translator education. The thorough examination and interpretation of the instructors' reflections demonstrate how reflective action research has the power to revolutionize curriculum and have an impact on educators, students, and the learning environment.

## 5. Conclusion

This research highlights the potential for meaningful change through reflective pedagogical action research in translation studies, especially in hybrid learning environments. Through stimulating teacher self-reflection, increasing student motivation, and ensuring curriculum alignment, reflective practice leads to enhanced teaching methods and academic performance. Incorporating common reflection and technology enhances teaching creativity. These findings offer crucial guidance for educators and institutions aiming to improve translator training in evolving educational settings.

## Author Contributions

Conceptualization, F.E.; methodology, F.E. and S.F.; informal analysis, F.E.; data curation, F.E. and S.F.; writing—original draft preparation, F.E. and S.F.; writing—review and editing, F.E.; project administration, F.E.; funding acquisition, F.E. and S.F. All authors have read and agreed to the published version of the manuscript.

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## Institutional Review Board Statement

Not applicable.

## Informed Consent Statement

Not applicable.

## Data Availability Statement

The data supporting the findings of this study consist of reflective journals written by instructors during the Fall 2021 semester of the TRA550 course at Saudi Electronic University. Due to privacy and ethical considerations, the full data set is not publicly available. Access to anonymized excerpts may be granted upon reasonable request and with permission from the participating instructors and institutions.

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## Conflicts of Interest

The authors declare no conflict of interest.

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