



Course Specification

(Postgraduate Programs)

Course Title: Research Methodologies in Translation & Interpreting Studies

Course Code: TRA 6107

Program: Master of Arts in Translation

Department: Translation

College: College of Languages & Translation

Institution: King Khalid University

Version: 2

Last Revision Date: 01 May 2024

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A. General information about the course:

1. Course Identification:

1. Credit hours: (4)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track

B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (3/2)

4. Course General Description:

This course provides Master's students with an in-depth understanding of research methodologies specific to the interdisciplinary field of Translation and Interpreting Studies (TIS). It equips students with the theoretical and practical tools necessary to critically evaluate prior research, formulate well-grounded research questions and hypotheses, and design coherent, ethically sound research proposals.

Building on foundational knowledge from previous coursework in translation theory and practice, the course introduces key methodological paradigms—including qualitative, quantitative, and mixed methods—and their application across product-, process-, participant-, and context-oriented research in TIS. Students will explore current data collection and analysis techniques, and engage with real-world case studies that highlight methodological challenges and solutions in diverse research settings.

A strong emphasis is placed on developing academic research skills, including structuring and presenting written research reports, delivering oral presentations, and adhering to ethical research standards. By the end of the course, students will have produced a detailed research proposal and a mini-research paper, demonstrating their ability to conduct independent, postgraduate-level research in Translation and Interpreting Studies.

5. Pre-requirements for this course (if any):

NA

6. Pre-requirements for this course (if any):

NA

7. Course Main Objective(s):



The course *Research Methodologies in Translation & Interpreting Studies* aims to:

1. Cultivate students' ability to critically engage with scholarly literature in Translation and Interpreting Studies, enabling them to identify research gaps and establish a clear rationale for their own studies.
2. Guide students in selecting and applying theoretical frameworks and research methodologies that are relevant to the distinct contexts and challenges of translation and interpreting research.
3. Introduce students to a range of qualitative, quantitative, and mixed-methods approaches commonly employed in the investigation of translation products, processes, participants, and contexts.
4. Develop students' academic writing skills with a focus on constructing clear, coherent, and methodologically sound research texts aligned with disciplinary standards.
5. Support students in designing and producing a postgraduate-level research proposal and a mini-research paper that demonstrate methodological rigor, critical insight, and relevance to Translation and Interpreting Studies.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 	54 6	90% 10%
4	Distance learning		

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	40
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Seminars	20
	Total	60

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding: After successfully completing the course, learners will be able to			
1.1	Demonstrate a comprehensive understanding of Translation and Interpreting Studies as an interdisciplinary field, with critical insight into its theoretical foundations, key debates, and research methodologies.	K2, K3	Interactive lectures, guided readings, seminar-based critical discussions, and case study analysis.	Reflective presentation, final exam, and contribution to seminar discussions; research proposal and research paper.
1.2	Demonstrate advanced knowledge of the research process in Translation and Interpreting Studies, including question formulation, methodological design, data handling, and critical analysis of findings.	K3	Problem-based learning (PBL), comparative case analysis, inductive presentation of published studies.	Research proposal and mini-research paper evaluating application of methodologies.
1.3	Demonstrate a sound understanding of ethical and technical considerations in translation research, including issues such as informed consent, data confidentiality, research integrity, and the appropriate use of technology and tools in data collection and analysis.	K3	Interactive lectures with real-world ethical case scenarios, ethical dilemma workshops.	Research proposal (ethics section), annotated checklist for ethical protocols, and class discussions.
2.0	Skills: After successfully completing the course, learners will be able to			



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
2.1	Apply theoretical knowledge of research methodologies to identify a relevant research topic and select an appropriate method for investigating issues in Translation and Interpreting Studies.	S2, S4	Writing workshops, topic selection clinics, and one-on-one feedback sessions.	Research proposal and mini-research paper with rationale for method choice.
2.2	Formulate clear and researchable questions in Translation and Interpreting Studies, and design appropriate methodological approaches that align with the aims and scope of proposed studies.	S4	Peer-review workshops, examination of exemplary studies, scaffolded writing tasks.	Draft research questions and methodological outlines within the proposal.
2.3	Demonstrate advanced academic research skills by developing a structured and well-argued research proposal, supported by relevant theoretical frameworks, literature review, and ethical considerations.	S4	Research design labs, academic writing sessions, peer and instructor feedback cycles.	Research proposal (graded with detailed rubric), annotated bibliography, and research paper.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate intellectual integrity and ethical responsibility in the design and implementation of research in Translation and Interpreting Studies, ensuring fidelity to source texts while respecting the linguistic, cultural, and	V1	Role-based group work, case studies on ethics, reflective discussions.	Group/individual presentation, ethical reflection checklist.





Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	contextual expectations of target audiences.			
3.2	Critically engage with diverse cultural perspectives and methodological paradigms, showing respect for different cultural values and norms, and practicing reflexivity in evaluating one's own assumptions and positioning within the research process.	V2	Intercultural debate sessions, reflective journaling, group case analysis	Cultural reflection journals, group presentations, and discussion participation.
3.3	Exercise autonomy, creativity, and effective problem-solving in developing research questions, choosing suitable methodologies, and addressing challenges throughout the research process—reflecting both academic rigor and responsibility in translation-related inquiry.	V3	Inquiry-based learning, mentorship guidance for independent work, research problem-solving challenges.	Research proposal, problem-solving report/log, and group/individual presentations.

C. Course Content:

No	List of Topics	Contact Hours
1.	An introduction to methodological approaches in Translation/Interpreting Studies.	6
2.	An overview of the principles and ethics in translation-related research.	8
3	An overview of qualitative, quantitative, and mixed methods approaches.	8
4	Product-oriented translation research.	8
5	Process-oriented translation research.	8





6	Participant-oriented translation research.	8
7	Context-oriented translation research.	8
8	Writing a well-structured research report	6
Total		60

D. Students Assessment Activities:

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Individual/group presentation	4	10%
2.	Research proposal	6	15%
3.	Research paper	13	30%
4.	Final exam	16	40%
5.	Reflection	Ongoing	5%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)

E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References	<ul style="list-style-type: none"> - Saldanha, G. & O'Brien, S. (2014). Research Methodologies in Translation Studies. Routledge, London https://doi.org/10.4324/9781315760100 - Angelelli, C.v. & Baer, B. J. (2016). Researching Translation and Interpreting. Routledge, London https://doi.org/10.4324/9781315707280
Supportive References	<p>Students may wish to consult the following references for the required tasks for this course:</p> <ul style="list-style-type: none"> - Zanettin, F., & Rundle, C. (Eds.). (2022). The Routledge Handbook of Translation and Methodology. Routledge, London. - Almann, A. (2016). The Routledge Course in Translation Annotation: Arabic-English-Arabic. Routledge, London. - Mellinger, D.M. & Hanson, T. A. (2017). Quantitative Research Methods in Translation and Interpreting Studies. Routledge, London. https://doi.org/10.4324/9781315647845 - Munday, J. (2016). Introducing Translation Studies: Theories and Applications (4th ed.). Routledge, London.





	<ul style="list-style-type: none"> - Williams, J. & Chesterman, A. (2002). The Map: A Beginner's Guide to Doing Research in Translation Studies. Taylor and Francis. https://doi.org/10.4324/9781315760513
Electronic Materials	<ul style="list-style-type: none"> - Saudi Digital Library https://sdl.edu.sa/sdlportal/en/publishers.aspx - Academic citation tool https://www.citethisforme.com/ - Academic honesty https://courses.lumenlearning.com/collegesuccess-lumen/chapter/academic-honesty/
Other Learning Materials	<ul style="list-style-type: none"> - https://edinburghuk.libguides.com/c.php?g=680524&p=4896301 - https://www.almaany.com/ - https://rasaif.com/ - https://www.sisubakercentre.org/category/resources/page/2/

. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	<ul style="list-style-type: none"> • Specialized interpreting classrooms • Language laboratories equipped for interpreting practice • Simulation rooms for real-world interpreting scenarios
Technology equipment (Projector, smart board, software)	<ul style="list-style-type: none"> • Projectors and smart boards • Interpreting software and digital audio tools • Recording and playback systems
Other equipment (Depending on the nature of the specialty)	<ul style="list-style-type: none"> • Soundproof interpreting booths • Headsets and microphones • Note-taking tools and visual aids



F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH/TRANSLATION DEPARTMENT COUNCIL
REFERENCE NO.	8-1-46
DATE	25 AUGUST 2024