

Investigating The Role of Port Sudan Al-ahlia University In Promoting The Students' Innovation at Faculty of Languages and Translation.

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Abstract:

This study aims to investigate the role of Port Sudan Al-Ahlia University in promoting innovation among students of the Faculty of Languages and Translation, with a particular focus on students of Arabic and English programs. The study adopts a descriptive-analytical approach to examine students' awareness of innovation, their level of participation in innovative activities, and the main obstacles they encounter. The study sample consists of fifty undergraduate students from the Faculty of Languages and Translation. Data were collected through a structured questionnaire based on a five-point Likert scale and analyzed using frequencies and percentages. The findings indicate that most students demonstrate a high level of awareness regarding the importance of innovation; however, their participation in research projects, workshops, and innovation competitions remains moderate. The results also reveal several major barriers, including lack of funding, limited training opportunities, and inadequate technological infrastructure. The study recommends establishing an innovation and entrepreneurship center at the university, integrating translation and applied research projects into the curriculum, and providing continuous training and mentorship programs to enhance students' innovative capacities. The study concludes that promoting innovation in faculties of languages and translation plays a crucial role in improving professional skills, enhancing educational quality, and preparing graduates who are capable of meeting the demands of the local and global labor markets.

Keywords: Innovation, Higher Education, Faculty of Languages and Translation, Port Sudan Al-ahlia University, Arabic Language, English Language.

دور جامعة بورتسودان الأهلية في تعزيز ابتكار طلاب كلية اللغات والترجمة

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المستخلص:

يهدف هذا البحث إلى دراسة دور جامعة بورتسودان الأهلية في تعزيز الابتكار لدى طلاب كلية اللغات والترجمة، مع التركيز على طلاب برنامجي اللغة العربية واللغة الإنجليزية. اعتمدت الدراسة المنهج الوصفي التحليلي للكشف عن مستوى وعي الطلاب بأهمية الابتكار، ودرجة مشاركتهم في الأنشطة الابتكارية، والعقبات التي تواجههم في هذا المجال. تكون مجتمع الدراسة من خمسين طالبًا من كلية اللغات والترجمة، وتم جمع البيانات باستخدام استبانة قائمة على مقياس ليكرت الخماسي. أظهرت النتائج أن غالبية الطلاب يتمتعون بدرجة جيدة من الوعي بأهمية الابتكار، إلا أن مستوى المشاركة في مشاريع البحث، وورش العمل، والمنافسات الابتكارية جاء متوسطًا. كما كشفت الدراسة عن وجود معوقات رئيسية، أبرزها نقص التمويل، وقلة فرص التدريب، وضعف البنية التحتية التكنولوجية. وأوصت الدراسة بضرورة إنشاء مركز للابتكار وزيادة الأعمال داخل الجامعة، ودمج مشاريع الترجمة والبحث التطبيقي في المناهج الدراسية، وتوفير برامج تدريبية وإرشادية مستمرة لدعم قدرات الطلاب الابتكارية. تؤكد الدراسة أن تعزيز الابتكار في كليات اللغات والترجمة يساهم في تطوير المهارات المهنية، ورفع جودة المخرجات التعليمية، وإعداد خريجين قادرين على تلبية متطلبات سوق العمل المحلي والعالمي.

الكلمات المفتاحية: الابتكار، التعليم العالي، كلية اللغات والترجمة، جامعة بورتسودان الخاصة، اللغة العربية، اللغة الإنجليزية.

1.1 Introduction:

Innovation is increasingly recognized as a central element of higher education, linking academic learning with societal, economic, and professional development. Universities are expected to equip graduates not only with knowledge but also with creativity, problem-solving skills, and entrepreneurial abilities (UNESCO, 2015). In Sudan, higher education institutions face challenges such as limited resources, inadequate infrastructure, and insufficient structured programs, which can restrict student engagement in innovative practices. Port Sudan Al-ahlia University has made progress in improving academic quality, yet the extent to which students participate in innovation activities, and the support provided, remains underexplored. This is particularly relevant for students in the Faculty of Languages and Translation, whose programs focus exclusively on Arabic and English. For these students, innovation

may include translation projects, applied linguistic research, bilingual content development, and creative writing initiatives. These activities help students develop analytical, intercultural, and professional skills, transforming theoretical knowledge into practical and socially meaningful outcomes. Understanding how students engage in innovation, the barriers they face, and the institutional support available is essential to design strategies that enhance student creativity and prepare graduates for real-world challenges.

2.1 Background of the Study:

Innovation in higher education is considered a driver for academic excellence, employability, and societal progress. Fostering innovation is not limited to encouraging creativity; it also equips students with problem-solving skills, adaptability, and critical thinking (Schumpeter, 1934; World Bank, 2019).

For students of Arabic and English, innovation manifests through translation, bilingual educational projects, digital content creation, and applied linguistic research. Engaging in these activities develops practical skills such as:

1. Translating literary and professional texts accurately, considering stylistic and cultural nuances.
2. Creating bilingual educational materials for schools or online platforms.
3. Using digital tools like CAT software and corpora for applied research.
4. Conducting projects in applied linguistics and intercultural communication.

Active participation in these activities strengthens motivation, critical thinking, creativity, and collaboration skills (Al-Omari, 2020). However, students often face obstacles such as limited access to technology, lack of mentorship, and traditional curricula that emphasize memorization over application.

3.1 Statement of the problems :

Despite institutional efforts to promote innovation, students in the Faculty of Languages and Translation face multiple challenges:

1. Limited access to practical translation and research projects.
2. Insufficient digital and technological tools for content creation.
3. Lack of structured guidance or mentorship programs.
4. Limited awareness of opportunities to apply theoretical knowledge creatively.

These barriers create a gap between students' potential and their actual ability to innovate. Addressing this gap is essential to enhance engagement, skill development, and career readiness in Arabic and English programs.

4.1 Objectives of the Study :

1. This study aims to provide actionable strategies for fostering innovation among language students. Its objectives are:
2. To assess students' awareness of the importance of innovation in language studies.
3. To examine the extent of student participation in research projects, workshops, competitions, and digital content development.
4. To identify the main barriers preventing student engagement in innovative activities.
5. To propose recommendations for Port Sudan AL-Ahlia University to strengthen innovation support specifically for Arabic and English students.

Literature Review:

1.2 Innovation in Higher Education :

Innovation is widely recognized as a core component of modern higher education, linking academic learning with professional and societal development. Universities are increasingly expected not only to provide knowledge but also to cultivate creativity, problem-solving skills, critical thinking, and entrepreneurial capacities (UNESCO, 2015). These competencies are essential for students

to succeed in rapidly changing global and local labor markets, and to contribute effectively to their communities. For students in language programs, such as those studying Arabic and English at Port Sudan Al-ahlia University, innovation is especially crucial. Their curriculum emphasizes both linguistic accuracy and cultural understanding, but students also need practical opportunities to apply theoretical knowledge. Innovation in this context involves translating complex texts, developing bilingual educational materials, creating digital content, and conducting applied linguistic research. Such activities foster creativity, analytical skills, and professional competence, ensuring that students can meet real-world challenges while maintaining academic excellence (Al-Omari, 2020; World Bank, 2019).

2.2 Student Engagement :

Student engagement in innovation refers to active participation in projects, research, competitions, workshops, and applied initiatives. In language and translation programs, engagement manifests through activities such as translating literary, technical, or professional texts, designing bilingual educational materials, and creating digital content for learning platforms. Students may also participate in applied linguistic research that examines cross-cultural communication, language pedagogy, or digital media integration.

Participation in these activities provides students with opportunities to experiment, test ideas, and develop problem-solving skills. Collaborative projects encourage teamwork, communication, and leadership, as students negotiate linguistic choices, reconcile cultural differences, and manage project deadlines. Competitions and conferences allow students to receive feedback, gain confidence, and refine their work. Research has shown that active engagement in innovation improves motivation, resilience, and critical thinking, equipping students with skills necessary for academic and professional success (OECD, 2018; Al-Omari, 2020).

Moreover, digital and community-based initiatives provide practical experience, allowing students to apply theoretical knowledge in real-world contexts. Collaborative translation projects, bilingual content development, and online educational initiatives help students bridge the gap between classroom learning and professional application. These experiences are particularly relevant for Arabic and English students, as they prepare to work in multilingual, intercultural, and digitally mediated environments.

3.2 Institutional Support :

Universities play a critical role in fostering innovation by providing infrastructure, resources, and structured opportunities for applied learning. At Port Sudan AL-Ahlia University, institutional support for the Faculty of Languages and Translation can include translation labs, access to computer-assisted translation (CAT) tools, online corpora, digital platforms, and workshops on content creation. These resources enable students to experiment with ideas, enhance their linguistic and digital skills, and produce tangible outputs. Mentorship is another essential component. Guidance from faculty members or professional translators can help students navigate complex linguistic tasks, improve the quality of translations, and develop innovative projects. Project-based learning, integrated into the curriculum, ensures systematic exposure to innovation opportunities. Assignments such as translating technical documents, developing bilingual educational resources, or conducting applied research not only improve language proficiency but also foster critical thinking, creativity, and problem-solving skills (Salmi, 2009; UNESCO, 2015). Additionally, incentives such as recognition, awards, and participation in competitions motivate students to engage in innovative practices. Collaborations with local industry, government agencies, and international partners can provide exposure to professional standards and enhance the societal impact of student projects. By combining resources, mentorship, structured projects, and recognition, universities cre-

ate a supportive ecosystem where students can cultivate their innovative capacities effectively.

4.2 Barriers to Innovation :

Despite the benefits, students often encounter obstacles that limit their engagement in innovation. Key challenges include limited access to technology, insufficient mentorship, and traditional curricula that prioritize memorization over application. Furthermore, some students may lack awareness of available opportunities or the relevance of innovative projects to their future careers. For Arabic and English students, these barriers are particularly impactful. Limited access to translation software, digital corpora, or online content creation tools restricts students' ability to experiment and apply their skills. Insufficient guidance or mentorship can reduce the quality of outputs and diminish motivation. Additionally, curricula that emphasize theoretical knowledge without practical application may prevent students from developing critical problem-solving skills. Addressing these barriers requires a holistic approach, including institutional investment, curriculum reform, mentorship programs, and integration of applied projects into academic programs (World Bank, 2019).

5.2 Global and Regional Practices :

Leading universities worldwide provide models for fostering student innovation. Institutions such as MIT, Stanford, and the American University in Cairo have successfully implemented ecosystems that promote applied innovation through translation labs, research projects, competitions, and mentorship programs. Students are encouraged to test ideas, receive feedback from experts, and engage in real-world projects that have practical impact. Adapting these practices to Port Sudan Al-ahlia University can enhance innovation in Arabic and English programs. Structured projects, access to digital tools, mentorship, and competitive platforms for showcasing student work can increase participation, skill development, and professional readiness. By integrating global and

regional best practices, the university can cultivate a culture of creativity, problem-solving, and applied linguistic research, preparing graduates for the demands of multilingual and multicultural professional environments (Brown, 2009; Etzkowitz, 2013).

6.2 Relevance to Port Sudan Al-ahlia University :

For students in the Faculty of Languages and Translation, innovation contributes to academic excellence, professional skills, and societal development. Applied projects in translation, bilingual content creation, and digital media production develop practical competencies, enhance digital literacy, and foster creativity. Community engagement, through translation and language projects, allows students to apply their skills in meaningful contexts, improving both social and professional outcomes. And even Institutional support—through mentorship, technological resources, curriculum design, and opportunities for recognition—empowers students to innovate. Encouraging collaboration with industry, government, and international organizations exposes students to global standards and provides real-world learning experiences. Ultimately, fostering innovation ensures that graduates are not only linguistically competent but also creative, adaptable, and ready to contribute meaningfully to society (Al-Omari, 2020; UNESCO, 2015).

7.2 Conclusion :

Innovation is essential for academic success, professional development, and societal impact, particularly in language programs focusing on Arabic and English. By engaging in translation projects, applied linguistic research, bilingual content creation, and digital initiatives, students develop critical skills necessary for real-world applications. Universities must provide mentorship, technological support, structured projects, and recognition to cultivate a culture of innovation. At Port Sudan Al-ahlia University, integrating these strategies in the Faculty of Languages and Translation ensures that students are prepared for dynamic professional environments, capable of creative problem-solving, and able to

contribute meaningfully to local and global communities. Structured support, collaboration, and applied learning opportunities create an ecosystem in which innovation thrives, equipping graduates with both academic and professional excellence (Brown, 2009; World Bank, 2019).

1.3 Research Methodology :

This study employs a descriptive–analytical research design to investigate the level of innovation among students in the Faculty of Languages and Translation at Port Sudan Private University. The study focuses on both awareness and participation in innovative activities, as well as the barriers that students face. Descriptive-analytical designs allow the researcher to quantify perceptions, engagement, and challenges while providing a detailed understanding of patterns and trends within the student population.

2.3 Population and Sample:

The population consists of 50 undergraduate students enrolled in the Faculty of Languages and Translation. These students are studying Arabic and English, and their courses include translation, applied linguistics, bilingual content creation, and language research projects. A convenience sampling method was employed, selecting students who were available and willing to participate during the academic semester. This method ensures feasibility while still providing valid insights into innovation practices in the faculty.

3.3 Data Collection Tool:

A structured questionnaire was developed as the primary data collection tool. The questionnaire consisted of three main sections: Awareness of innovation in academic and professional contexts. Participation in research projects, workshops, competitions, and digital content creation. Obstacles and challenges faced in innovation activities.

A five-point Likert scale was used for responses:

Strongly Disagree (SD)

Disagree (D)

Neutral (N)

Agree (A)

Strongly Agree (SA)

This scale allows for quantifying attitudes, perceptions, and behaviors while capturing nuances in agreement levels.

1.4 Data Analysis:

Data were analyzed using SPSS, focusing on frequencies and percentages for each question. Cross-tabulations were used to examine relationships between participation, awareness, and perceived obstacles. The results are presented in tables, showing the distribution of responses and percentages to provide a clear understanding of the students' engagement in innovative practices.

1.1.4 Results:

Are you aware of the importance of innovation?

Ds	D	N	A	Sa	Result
2	3	8	22	15	
% 4	% 6	% 16	% 44	% 30	Agree

Analysis:

The results show that 44 % of students agree that are aware of the importance of innovation, indicating a solid foundation of knowledge. However, 16 % of students responded neutrally, suggesting that some students may require additional orientation or workshops to enhance their understanding of innovation in language studies. Awareness is critical because it serves as a precursor to active participation and the development of creative and problem-solving skills.

1.2.4 Participation in Research Projects:

Ds	D	N	A	Sa	Result
5	8	10	17	10	
% 10	% 16	% 20	% 34	% 20	Agree

Do you participate in research projects?

Analysis:

Participation in research projects is moderate, with 34 % agree of students actively involved. The remaining students either disagreed or were neutral, highlighting obstacles such as limited guidance, resources, and lack of structured research programs. In language programs, research projects often involve translation studies, applied linguistics experiments, and bilingual content creation. Increasing institutional support, mentorship, and project-based opportunities could enhance participation levels.

1.3.4 Participation in Innovation Competitions:

Do you participate in innovation competitions?

Ds	D	N	A	Sa	Result
3	7	15	18	7	Result
% 6	% 14	% 30	% 36	% 14	Agree

Analysis:

Only about 36 % agree of students participate in competitions. The 30 % neutral response may indicate hesitation, lack of awareness, or limited confidence in competing. Competitions are crucial in language studies, as they provide practical challenges in translation, bilingual writing, and digital content projects. Encouraging participation through incentives and structured training sessions can foster a competitive and innovative mindset among students.

1.5.4 Participation in Workshops/Training:

Do you participate in workshops or training sessions?

Ds	D	N	A	Sa	Result
4	6	12	18	10	
% 8	% 12	% 24	% 36	% 20	Agree

A total of 56 % of students participate in workshops or training, reflecting a moderate interest in skill development. Workshops in translation, digital content creation, and applied linguistics provide hands-on experience and enhance innovation capacities. The 24 % neutral response shows that students may not fully utilize

available training opportunities, which suggests the need for more engaging, practical, and accessible programs.

1.6.4 Obstacles to Innovation:

Obstacle

Sd	D	N	A	Sa	Result
2	5	8	20	15	
% 4	% 10	% 16	% 40	% 30	Agree

1.7.4 Lack of funding:

Sd	D	N	A	Sa	Result
6	3	7	30	4	
% 12	% 6	% 14	% 60	% 8	Agree

1.8.4 Limited training:

Sd	D	N	A	Sa	Result
20	5	3	10	12	
% 40	% 10	% 6	% 20	% 24	Strongly disagree

Analysis:

The key barriers include lack of funding (60 %) and limited training opportunities (40 %), which indicate areas for institutional improvement. Insufficient facilities and low motivation also contribute to reduced engagement. Addressing these challenges requires institutional investment in labs, mentorship programs, workshops, and competitions, particularly targeting Arabic and English students in translation and applied language projects.

1. 5: Discussion:

The findings indicate that while awareness of innovation is high among students, active engagement is moderate. Research project participation and competition involvement are limited by lack of resources, mentorship, and funding. These results align with prior studies emphasizing the importance of institutional support to enhance student innovation (Al-Omari, 2020; UNESCO, 2015; World Bank, 2019).

Participation in workshops demonstrates a willingness to develop practical skills. Workshops, competitions, and applied projects in translation and bilingual content creation can bridge the gap between theoretical knowledge and professional application. Barriers identified are consistent with challenges in universities of developing countries, highlighting the need for systematic support and resource allocation.

1.6: Recommendations:

Establish an Innovation and Entrepreneurship Center dedicated to language and translation students.

Integrate creative problem-solving, translation projects, and research activities into the curriculum.

Organize competitions, workshops, and mentorship programs to enhance participation and skill development.

Provide funding, access to technology, and digital tools for applied projects.

Encourage collaboration with industry, government, and international partners to enhance practical experience.

Recognize and reward student achievements to sustain a culture of innovation.

1.7: Conclusion:

Innovation is crucial for enhancing educational quality, professional readiness, and societal contribution. For students in the Faculty of Languages and Translation, innovation develops translation skills, bilingual content creation abilities, and applied research competencies. Institutional support, mentorship, access to resources, and structured opportunities are essential to cultivate creativity and problem-solving. Implementing these recommendations ensures that graduates are capable, confident, and prepared for global and local professional challenges.

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