

## Designing a model to improve the ability of economic attitude in the education of students with the hybrid method

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Received: 25 April 2024

Revised: 20 June 2024

Accepted: 25 December 2024

### Abstract

The present study designs a model to improve the translation ability of undergraduate English students in a hybrid method. The research is combined in terms of purpose, application and exploration and its method. The statistical population includes related articles and texts and English translation experts and specialists. In the qualitative stage, the statistical sample for the meta-combined method, related articles and texts, and for the fuzzy Delphi technique, 17 specialists in the field of English translation are targeted. Quantitatively, a statistical sample for interpretive structural modeling and structural equations is provided by 40 English translation experts and students. Collecting tools in the qualitative stage, articles and texts related to English translation and in the quantitative stage has made a researcher questionnaire. Using the meta-combination method, the original model was extracted and the most important factors were approved by English translation experts from the fuzzy Delphi technique. The model was determined, fitted and validated by interpretive structural modeling of the levels and dimensions of the model. The results show that the final research model with the dimensions of language skills, writing (writing) abilities, specialized knowledge, knowledge of the culture of the source and destination languages, creativity and taste of the translator and 22 criteria has a good fit..

**Keywords:** Language skills, writing (writing) abilities, specialized knowledge, understanding the culture of the source and target languages, creativity and taste of the translator.

## 1. Introduction

English is recognized as an international language and its use as a means of communication is increasing. English language options are being promoted as understandable and accessible models for translators, which is the basis for proper use. In the process of translating English texts and articles (DePold, Bridges, Eccles and Mullen, 2019). However, due to the lack of evidence, it is not really clear which English language teaching method is best taught in different parts of the world (Lehi, 2020). Translation of books, articles, texts and films has always been considered and discussed by researchers active in the field of visual and audio translation of English (Nemati Lafmajani, 1401). Corius and Zabalbiasco (2019) define the first language as the main language of any source text and the second language as the main language of translation. Therefore, the translator must first examine the second language in the text. In this regard, Corius and Zabalbiasco (2019) believe that a combination of translation and elimination of linguistic differences has a negative impact on the quality of translation, because the reader does not notice the hidden concepts in some texts and articles. The present study can be informative for translation students, especially those interested in translating specialized and technical texts, so that in the face of such cases, they can make the right decision to maintain the

fidelity in translating texts in the face of existing conditions and limitations

## 2. Literature Review

Pim (2015) believes that translation brings with it a kind of change in concept. In his view, the analysis of translator's decisions to some extent reduces the theoretical differences among translation scholars. A translator can express a concept completely and completely in different languages and have a point of view of originality or deconstruction (Pim, 2015). According to Anthony Pym (2015), translation can be particularly useful for de-originalization theories that define translation as social communication. Pisansky Petrolin and Zlatnar Mo (2016) also examined translation in news texts. They asked translation students to translate a news text from English into Slovenian. Excerpts from the text were extracted and translated, and they were asked about their own translation through a discourse-based interview. The results showed that all trainees deleted or changed part of the text in at least one case. They cited morphological, syntactic, discourse, and cultural reasons for explaining these omissions and changes, and stated that some trainees justified the changes in their interviews; Because they believed that these changes would make the main meaning of the text clearer to the readers. Language skills and social skills have a strong relationship with each other and there is a two-way interaction between language skills and social skills during

the development that by providing educational programs can improve the level of skills (Saeedi et al., 1397). The ability to translate as a communication and linguistic ability is closely related to the ability to write. This connection makes translation ability an effective tool for learning, teaching and evaluating a second language. Language skills and writing ability are highly correlated with translation ability and there is a close and significant relationship between translation ability and writing ability. Translation of texts is a reliable method for assessing the writing ability of English translators (Mashhadi, 2008). Arzjani (2016), by addressing the issue of geographical and cultural knowledge in the field of English translation, has emphasized the inadequacy in dealing with cultural and intercultural issues and has shown the importance of addressing these issues in order to train translators. Language and culture are two completely interdependent, intertwined and inseparable concepts (Müller, 1992). The results indicate a clear predominance of monocultural dialogues between individuals from the target language area, which in fact did not help transfer intercultural competence skills and, if properly designed, would only be able to transfer English cultural components. (R. K. Müllerm, 1992). The concept of culture has found a central role and translation is not only a transfer in the field of language, but also a transfer in the field of culture, because language itself is one of the manifestations of culture (see Vité 2007).

English translation is one of the academic disciplines in Iran in which students are taught the method of translation from Persian to English and vice versa. People who study and work in the field of translation learn new topics and topics every day. In fact, learning a new language at a level where one can translate the words and sentences of that language accurately and completely correctly and in accordance with the meaning of that word in the original language, such as entering a new world and learning about it from These include language skills, writing abilities, specialized knowledge, knowledge of the culture of the source and destination languages, creativity and taste of the translator. This study designs a model to improve the translation ability of undergraduate English students in a hybrid method and answers the following questions:

First, what are the criteria for designing a model for improving the translation ability of undergraduate English students by the hybrid method?

Second: Designing a model to improve the translation ability of undergraduate English students by the hybrid method

How is that?

Third: Does the model have the necessary fit?

### **2.1. Theoretical foundations and research background**

Much research has been done on the translation process over the past two decades. At present, many articles have been published in

interdisciplinary research in the field of translation (such as Hansen, 1999; Gopfrich, 2010; Miss, Fabio and Susan, 2010; O'Brien, 2011). Some studies in the field of translation studies focus on the psychology of translation (Mason, 2008) and some on the study of individual differences in translation (Miak and Friedman, 1998). Munoz (2012) stated that we have gained a great deal of insight into the mental lives of translators, but that research on validation is still very limited. However, little attention has been paid to the knowledge of translators. Due to the widespread need to develop professional translators and interpreters, the training of translators began in the mid-twentieth century. Of course, translator training comes in a variety of forms, including undergraduate or postgraduate, university, and non-academic courses. Similarly, the goals of the curriculum are different, sometimes the goal of the curriculum is to train translators of general texts and sometimes the goal is to train translators for specialized literary, legal and technical texts (Gambir and Dorsler, 2010). One of the issues with translator training is the textbook or program that is taught to translation students in universities. This issue has been the focus of many researchers, including Kirali (1999), Gaber (2001) and Kelly (2005). Noonan (1998) defines the curriculum as educational content and teacher order. According to Canon and Newbel (2000), what is important in curriculum design is that there is a logical relationship between the goals, content, teaching methods, learning and evaluation of

translator students and their characteristics. In designing a textbook, we generally pay attention to three issues: What is a textbook? For whom is it designed? And what it should look like is important (Nation & McAllister, 2010). Some researchers believe that universities should also pay attention to the labor market and its related needs in compiling the textbook of translation students (Gamber and Dorsler, 2010). In fact, it is necessary to pay attention to this issue, because the translation market and the world of technology are changing rapidly, so the university curriculum must be in a way that responds to these changes and the needs of society (Lee, 2001). In Iran, people such as Khazaei Farid (1380), Malanzar (1382), Khazaei Farid and Khosh Saliqeh (2010), Mir Emadi (1383), Heidarian (1383), Zia Hosseini (1383), Mirza Ebrahim Tehrani (1382), Abdi (2003) and Famian et al. (2013) in the field of translator training and Analysis and review of undergraduate and graduate curricula and its content have spoken from various angles. Good Taste (2014) believes that the subject of translation courses has remained constant for many years. The lack of training programs made the issue of translator training in Iran not very successful. It was suggested to add familiarity courses with translator assistance software and reduce familiarity courses with second and third languages. Mir Emadi (2003), has described the qualities of a good translator and has proposed a program for undergraduate and graduate courses in English translation. According to him, the art of

translation is not taught well to students, and they become more familiar with the language in the field of translation than the practice of translation. According to him, another issue is that Persian language is not given much importance and all these issues caused the universities not to deliver a clear and valuable translator to the society. Heidarian (2003), in a study has analyzed some of the problems of the master's degree program in English language translation and its problems and shortcomings. He points to shortcomings such as: inconsistencies between the names and titles of some courses, the lack of subjectivity of some resources and the tendency to preserve and the obsolescence of some resources. Zia Hosseini (2003), stating that in order to design courses and their topics, it is necessary to examine the translator's knowledge, has expressed issues for translator training. In his view, the translator training program faces two main problems: student selection and translator training. According to him, students should be fluent in a foreign language before being admitted to the university, and the translator training program should include supplementary language training and translation skills training at the same time. Mirza Ebrahim Tehrani (2003), to express some shortcomings of English translation teaching in Iran, including: synchronization of language teaching with translation teaching, lack of expertise of translation instructors, uncertainty of subjects, selection of texts according to taste, underestimation of the role of language Persian in translation refers to the inconsistency

between the translation methods prescribed by professors and the lack of relationship between professional translators and professors. Khazaei Farid and Khosh Tasliqeh (2010) believe that the existing curriculum tends towards linguistics and literature and does not nurture translators well. Razmjoo (2001), has expressed strategies for developing a curriculum for undergraduate courses. He believes that for many years, the undergraduate transcript curriculum of universities has remained stable and unchanged. Khazaei Farid (2001), has criticized the curriculum of the master's degree program in translation. He believes the curriculum needs serious revision. According to him, in compiling the curriculum, the needs of students and the labor market should be considered and the existing curriculum should be updated by comparing it with the curricula of other countries.

## 2.2. Goals

First: Identifying the indicators of the model for improving the translation ability of undergraduate English students by the meta-combined method

Second: Designing a model to improve the translation ability of undergraduate English students by the hybrid method

Third: Assessing the suitability of the model for improving the translation ability of undergraduate English students by the hybrid method.

### 2.3. Questions

First: What are the indicators of the model for improving the translation ability of undergraduate English students in a hybrid way?

Second: Model model for improving the translation ability of undergraduate English students by meta-combination method

How is that?

Third: Is the model of improving the translation ability of undergraduate English students in a hybrid way necessary?

### 3. Methodology

The research method is mixed. The first stage: qualitative and the second stage: quantitative. The purpose of the research in the first stage: to identify the factors affecting the ability of students to translate English accurately, exploratory and based on the meta-combined method and review of texts, and in the second stage: model presentation is explanatory. The results of the research in the first stage: the research is developmental and in the second stage: it is applied and its results are used to

improve the translation. The research data in the first stage: is qualitative and in the second stage: in order to confirm the identified indicators - to evaluate the importance of the indicators - to provide the desired model, a questionnaire is used and they are quantitative. The research in the first stage is basic and in the second stage: it is a survey. In this research, the dimensions, components and indicators of the conceptual model by studying the research backgrounds and using the meta-combined method of articles related to language skills, writing abilities, specialized knowledge, understanding the culture of source and destination languages, creativity and The translator's taste as well as the model adaptation were introduced and you will be consulted by experts using fuzzy Delphi technique. The main dimensions of the designed model of recognizing and determining the ability to translate English students more accurately are: language skills, writing abilities (writing), specialized knowledge, understanding the culture of the source and destination languages, creativity and taste of the translator. The theoretical model of the research using the method of combining related articles and texts is as follows:

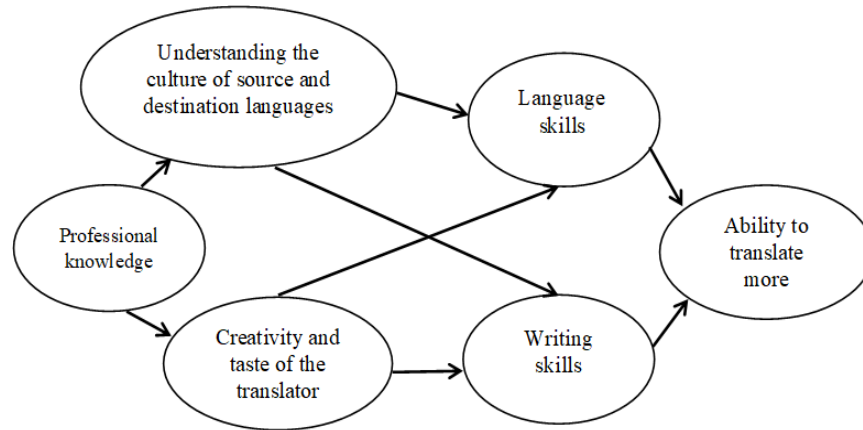


Figure 1: A model for identifying language skills and writing abilities in translating specialized texts by English language students. This research is performed using a mixed method and includes qualitative and quantitative analyzes. In qualitative analysis, meta-combination technique and fuzzy Delphi analysis have been used. Quantitative analysis of interpretive structural equations, structural equation modeling and path analysis with SPSS and Smart PLS software have been used.

**3.1. Society and statistical sample**

The population and the statistical sample of the research consist of two parts:

1- The population and statistical sample of the qualitative section include: articles and texts related to the translation ability of English language translation students, research of professors and academic specialists in translating English texts using the meta-combination method and fuzzy Delphi technique. The sampling method is purposeful, judgmental (non-probabilistic method) and the number of samples is 17 specialists and experts.

2- The community and the statistical sample of the quantitative section include: teachers, specialists, experts,

eminent translators and university professors who have authored translations of English texts with a sample number of 40 people by census or census method.

**3.2. Data collection tools**

It consists of two parts, qualitative and quantitative:

1- The first stage of research - qualitative part: consists of two parts: meta-composition and fuzzy Delphi analysis. The meta-combination method is mostly used in studies that have a qualitative aspect. Hyper combination is the combination of data and secondary information to achieve new results such as model design, theory building or concept development. In order to summarize

and design the cognition model and determine the ability to translate English translators more accurately and answer the research sub-questions, the seven-step meta-combination method of Sandowski and Barroso (2007) was used. Statistical population: includes all articles and texts related to language skills, writing abilities, specialized knowledge, and knowledge of the culture of the source and destination languages, creativity and taste of the translator in domestic and foreign scientific databases. The combined steps in formulating the effective factors in designing the research model are:

1. Preliminary results of searching scientific databases based on keywords, 384 articles.
2. In order to select appropriate articles, their titles, abstracts, content and

methodology are examined, respectively.

3. In the title section, based on keywords, 384 articles are found, of which 76 articles are rejected and the number of articles reaches 308.
4. In the abstract section, 83 articles were rejected and the number of articles for review reached 225 articles.
5. In the content section, based on the study of cognition and determining the ability for more accurate translation of English translation students, 89 unrelated articles were removed and the approved articles reached 136 articles.
6. In the methodology section, 73 articles lack scientific methodology, which is deducted from 136 articles and the number of final approved articles reaches 63 articles.

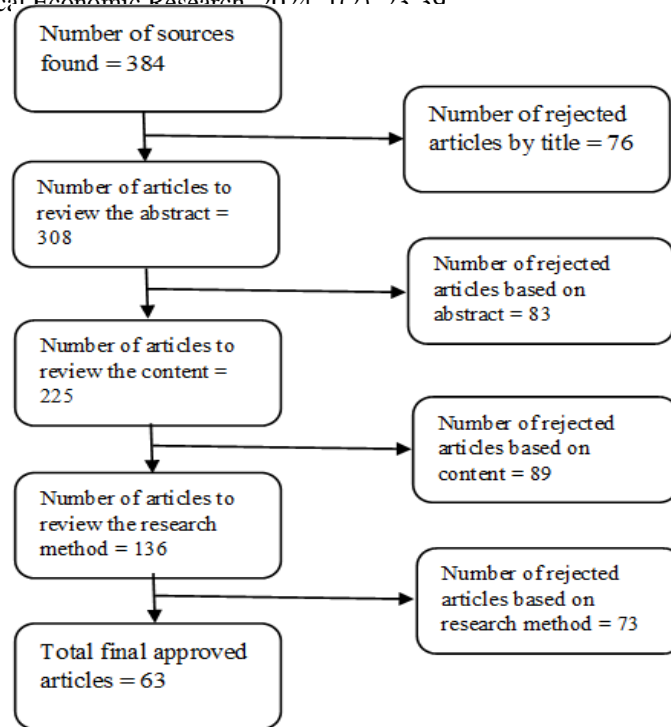


Figure 2. The stages of combining factors influencing the design of a research model

**B- Fuzzy Delphi technique:** To ensure the reality of the dimensions, components and indicators extracted and reach a consensus and check the validity of the initial model to design the final model and validate the model, the fuzzy Delphi technique was used. The fuzzy Delphi technique consists of 5 steps:

Step 1: After determining the dimensions, components and indicators of the initial model, the fuzzy Delphi questionnaire was provided to them in order to receive the opinion of translation experts and specialists.

Step 2: The mean value and the difference from the mean were calculated and sent to the panel

members along with the first stage questionnaire to make corrections.

Step 3: The second stage of Delphi was performed and the opinions of experts were entered in the form of triangular fuzzy numbers and like the second step, the average opinions were calculated.

Step 4: Delphi values were performed by the center of gravity method.

Step 5: Repeat the Delphi steps until the experts disagree between the two steps is less than the threshold (0.2). The poll process stops. In the present study, there are 17 panel members.

2- The second stage of the research - quantitative part: includes calculating the validity and reliability of the researcher-made questionnaire

A- Validity of the questionnaire

1- Qualitative validity: The questionnaire was provided to professors and specialists in English translation and corrections were made.

2- Quantitative validity: The following two indicators are used:

Relative Content Validity Rate (CVR): In this study, researcher-made questionnaires have a CVR greater than

0.42, which means that the content validity is approved.

Content Validity Index (CVI): For all items, CVI is higher than 0.79, ie the content validity of the scale is also approved.

B- Reliability of research tool (questionnaire): Cronbach's alpha of all dimensions is greater than 0.7. Therefore, the questionnaire is reliable.

**Table (1): Cronbach's alpha values Dimensions of the research model**

Dimensions	Cornbrash's alpha
Professional knowledge	0.843
Understanding the culture of source and destination languages	0.896
Creativity and taste of the translator	0.789
Writing skills	0.880
Language skills	0.880
Ability to translate more accurately	0.835

#### 4. Results

In order to design the conceptual model of the research, interpretive structural modeling has

been used. The adapted initial achievement matrix is as follows:

**Table (2): Levels of research variables**

Variables	Levels
Professional knowledge	4
Understanding the culture of source and destination languages	3
Creativity and taste of the translator	3
Writing skills	2
Language skills	2
Ability to translate more accurately	1

The findings of the structural equations of the designed model are:

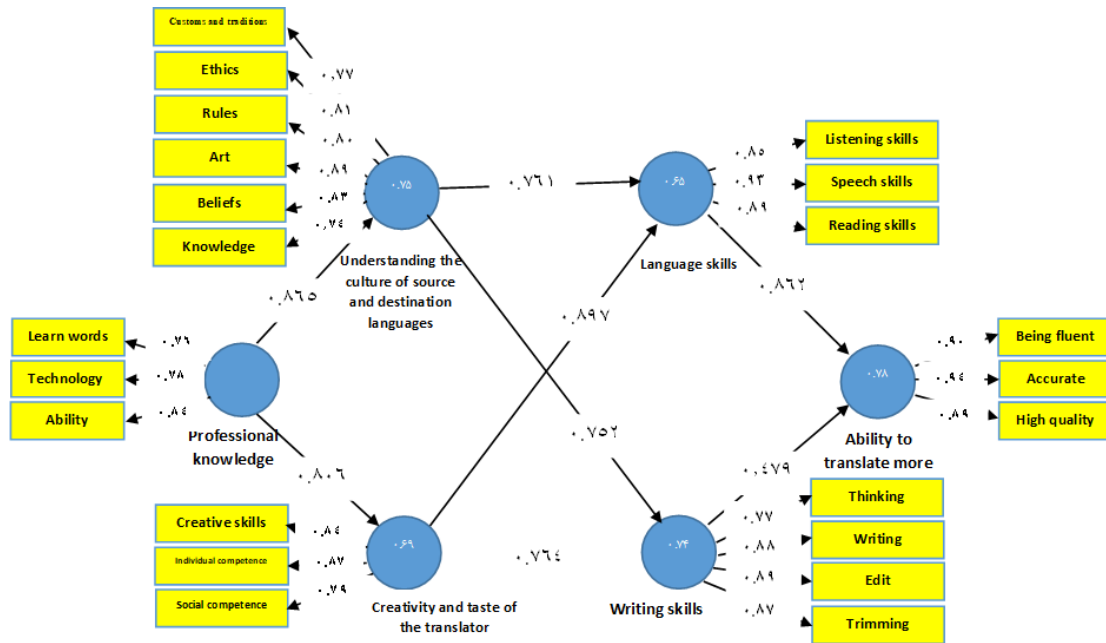
**Table (۳): Findings of structural equations of the research model**

Variables	KMO	Bartlett test	Degrees of freedom	Significance level
Professional knowledge	0.742	66.744	378	0.000
Understanding the culture of source and destination languages	0.712	60.827	351	0.000
Creativity and taste of the translator	0.743	72.148	36	0.000
Writing skills	0.762	77.273	78	0.000
Language skills	0.757	27.471	190	0.000
Ability to translate more accurately	0.748	28.259	45	0.000

**4.1. Designed model fit**

Structural equation modeling using partial least squares (PLS) method using Smart PLS software has been used. In this method, the

model has the most interpretive and explanatory power. The final model of the research in the case of estimation with standard coefficients is as follows:



Cronbach's composite reliability and alpha the factors of the final designed model:

**Table (4): Cronbach's composite reliability and alpha are the factors of the final designed model**

Variables	Cronbach's alpha	Composite reliability
Professional knowledge	0.843	0.885
Understanding the culture of source and destination languages	0.896	0.921

Creativity and taste of the translator	0.789	0.876
Writing skills	0.880	0.918
Language skills	0.880	0.926
Ability to translate more accurately	0.835	0.923

The values obtained for alpha composite reliability are greater than 0.7 which indicates the optimal reliability of the research variables.

Therefore, measurement models have good reliability.

**4.2. Validity evaluation of the designed model**

Fornell-Larker criterion (convergent validity) and transverse load test (divergent validity) are used in PLS path modeling. The following table shows the convergent validity dimensions of the

final model :As can be seen in the table, the value of AVE for latent variables is higher than 0.5. Therefore, it can be said that the convergent validity of the models is desirable

**Table (5):Convergent validity of the final model dimensions**

Variables	Factors (dimensions)
Professional knowledge	0.564
Understanding the culture of source and destination languages	0.660
Creativity and taste of the translator	0.701
Writing skills	0.737
Language skills	0.806
Ability to translate more accurately	0.857

**4.3. Designed model fit**

The GOF index is calculated as the geometric mean R<sup>2</sup> and the mean subscription:

$$GOF = \sqrt{Communality \times \overline{R^2}}$$

**Table (6):Final model fit indicators**

Variables	Communality	R <sup>2</sup>	GOF
Professional knowledge	0.367	-	0.569
Understanding the culture of source and destination languages	0.473	0.748	
Creativity and taste of the translator	0.38	0.649	
Writing skills	0.53	0.47	
Language skills	0.57	0.556	
Ability to translate more accurately	0.484	0.743	
<b>Average</b>	<b>0.512</b>	<b>0.623</b>	

The good fit index (GOF) of the designed model is 0.569, because this value is greater than  $\alpha^2$ ,

the overall fit of the designed model is confirmed.

#### 4.4. Research results

In explaining the findings of this study, the specialized knowledge of translating English texts is one of the effective criteria on increasing the translator's ability to translate English articles and texts accurately and has a significant effect on the language and writing skills of translator students. Also, the components of technology, ability and learning of English words affect the language and writing skills of translation students. Vocabulary technology and learning have a significant relationship with the optimal translation of specialized texts and articles in English. Optimal translation ability has a close relationship with the translator's communication and language ability, which is directly related to the translator's writing ability. Language skills such as components of listening, reading and speaking skills have the greatest impact on the accurate translation of texts and articles. Also, writing skills such as thinking, writing, editing and trimming have a

significant effect on improving the quality of English text translation. The functions of language and writing skills and the use of translation technology and software have powerful tools to improve and strengthen the translation of English texts. One of the most important components in accurate translation of English texts is knowing the culture of the source and destination languages and the taste and creativity of the translator. Complete mastery of the words of the source and target languages, familiarity with the grammar of both languages, mastery of the principles of translation, has a significant relationship with the culture of the source and target languages. Creativity and taste of translators and understanding the culture of source and destination languages have a significant effect on the translator's language and writing skills and improve the translation ability in the dimensions of interpreting competence, interpreting skills and interpersonal skills. The set of all these abilities includes the characteristics and abilities that are necessary to

perform an accurate translation so that the translation of the text is done with the necessary accuracy and in accordance with the target language. These dimensions have irreplaceable and effective elements in increasing the translator's ability to translate English texts accurately.

### 5. Discussion and Conclusion

English translator in Iran dates back to many years ago and very good translators have translated world literary works. In explaining the findings of this study, the specialized knowledge of translating English texts is one of the effective criteria on increasing the translator's ability to accurately translate English articles and texts and has a significant effect on the language and writing skills of translator students. From Hansen Research (1999); Consistent with Gopfrich (2010), Miss, Fabio and Susan (2010) and O'Brien (2011). Optimal translation ability has a close relationship with the translator's communication and language ability, which is directly related to the translator's writing ability. Language skills such as components of listening, reading and speaking skills have the greatest impact on the accurate translation of texts and articles. Also, writing skills such as thinking, writing, editing and trimming have a significant effect on improving the quality of English text translation. The findings of this study are consistent with Farid and Khosh Tasteh (2010) Khazaei studies, which introduced the dimensions of language and writing skills as effective factors on the ability

of translation students to translate accurately. The functions of language and writing skills and the use of translation technology and software have powerful tools in promoting and strengthening the translation of English texts. In fact, it is necessary to pay attention to this issue, because the translation market and the world of technology are changing rapidly, so the university curriculum should be in a way that responds to these changes and the needs of society. 2001); Khazaei Farid (1380); Mullah Nazar (1382); Khazaei Farid and Khosh Tasteh (2010); Mir Emadi (2003); Heydarian (1382); Zia Hosseini (2003) and Mirza Ebrahim Tehrani (2003) are consistent. Gambir and Dorsler (2010) believe that the purpose of the curriculum is to train translators of general texts and sometimes the purpose is to train translators for specialized literary, legal and technical texts. One of the issues with translator training is the textbook or program that is taught to translation students in universities. This issue has been the focus of many researchers, including Kirali (1999), Gaber (2001) and Kelly (2005). Noonan (1998) defines the curriculum as educational content and teacher order, which are consistent with the findings of this study. Also, the components of technology, ability and learning of English words affect the language and writing skills of translation students. Vocabulary technology and learning has a significant relationship with the optimal translation of specialized texts and articles in English and also one of the most important components in accurate translation of English texts is knowing the culture of the source and

destination languages and the taste and creativity of the translator. Complete mastery of the words of the source and target languages, familiarity with the grammar of both languages, mastery of the principles of translation, has a significant relationship with the culture of the source and target languages. According to Canon and Newbel (2000), what is important in curriculum design is that there is a logical relationship between the goals, content, teaching methods, learning, and evaluation of translator students and their characteristics. In designing a textbook, we generally pay attention to three issues: What is a textbook? For whom is it designed? And what it should look like is important (Nation & McAllister, 2010: 11). Gambiero Dorsler (2010) believes that universities should also pay attention to the labor market and its related needs in compiling the textbook for translation students. This is in

#### 4.1. Offers

1. The translator must use his creativity and taste while translating and translate a text well and with quality.
2. The translator must understand the whole thing well and take a comprehensive and brief look at the different parts of the texts.
3. It is necessary to review the translated text again or even several times, and at the end of the work, perform a specialized review and editing in the final stage and announce the completion of the work to the audience.
4. Universities should teach students the conditions of empowerment, promotion and coherence in teaching translation techniques.
5. English translation students should be empowered and knowledge creation should be supported.
6. The framework and course titles of English translation should be changed and adapted to the labor market.
7. The level of knowledge, skills and abilities of English translation students should be improved.
8. Special training courses should be provided for English translation

line with the results of the present study. Creativity and taste of translators and understanding the culture of source and destination languages have a significant effect on the translator's language and writing skills and improve the translation ability in the dimensions of interpreting competence, interpreting skills and interpersonal skills. The set of all these abilities includes the characteristics and abilities that are necessary to perform an accurate translation so that the translation of the text is done with the necessary accuracy and in accordance with the target language. These dimensions have irreplaceable and effective elements in increasing the translator's ability to translate English texts accurately, which are the results of Mir Emadi's research (2003); Heydarian (1382); Zia Hosseini (2003) and Razmjoo (2001) are in harmony.

students in order to improve their translation knowledge in accordance with the labor market.

9. Implement training programs for employees in order to institutionalize the tendency to entrepreneurship in the field of English translation.
10. Improving the skills and abilities of university lecturers and professors in

the field of teaching English translation.

11. Pioneering in holding training workshops to create creativity and taste among English translation students.
12. Creating an appropriate structure to support the atmosphere of creativity and innovation among English translation students.

## 6. Resources

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