

Promoting Translation Competence In Language Teacher Training: Strategies For Equipping Lecturers With Translation Skills For Language Instruction

Dr. Mohamad Ahmad Saleem Khasawneh

Assistant Professor, Special Education Department, King Khalid
University, Saudi Arabia, mkhasawneh@kku.edu.sa.
<https://orcid.org/0000-0002-1390-3765>

Abstract

The increase in the demand for professionalism in the field of translation over the years has led to the prioritization of translation programs. However, with this program, language educators are equipped with the necessary translation skills for effective language pedagogy. The present study focuses on exploring strategies that can aid language instructors in developing and enhancing their translational skills. While investigating these strategies, it specifically addresses the views of relevant stakeholders on the promotion of translational competence in language teacher training. Nevertheless, the research employed a quantitative methodology, incorporating the collation of various views of relevant stakeholders on the promotion of translational competence in language teacher training. The participants involved in this research are one hundred and three (103) in number; comprising of language lecturers, translation experts and language teacher trainers. On the other hand, the study employed the use of Jamovi statistical software for the computation of the research data, using T-test to validate the two hypotheses formulated for the research. The findings derived from the analysis of the questionnaire responses indicate that curriculum development, task-based learning activities and technology integration are the major strategies for promoting translational competence of language teachers training. Nevertheless, the present study emphasized teaching language teachers to understand cultural nuances, engaging in continuous professional

development and having the knowledge of cutting-edge translation tools to help sharpen their translational skills.

Keywords: Translation Competence, Language Teachers, Translation Trainer, Translation Education.

1. Introduction

Language serves as a fundamental element of communication, surpassing cultural boundaries and facilitating global connections among individuals. However, the increase in the demand for proficient language education has experienced significant growth as global interconnectivity continues to advance. In light of this, language instructors occupy a crucial position in the development of learners' linguistic skills and the cultivation of their path towards achieving proficiency in multiple languages. Among the strategies that aid in the successful acquisition of competence in translation skills by language teachers, the promotion of translation competence in language teacher training remains the best method that has proven to equip language teachers with better translation skills. According to Bekereci-Şahin (2022), translation competence enables language teachers to develop two major linguistic competencies (reading and vocabulary) in L2. However, Ciampa et al. (2022), also noted that translation competence helps language teachers to develop good language teaching skills in the target language.

Several scholars (Kramersch 2011; Massey et al. 2019; Freeman 2020; and Kopish & Marques 2020) have suggested ways for successful promotion of translation competence in language teacher training. Kramersch (2011), argued that the integration of translation exercises within the language curricula of language teachers facilitates the cultivation of a more profound comprehension of language structures, vocabulary, and cultural subtleties. Marques (2020) further highlighted the inclusion of task-based learning, technology integration, cultural awareness and ongoing professional development of language teachers as effective strategies for promoting translational competence in language teacher training.

1.1. Problem statement

Several scholarly works have extensively explored the significance of translation competence in language teacher education. The focus of this prevailing corpus of scholarly works predominantly centers its attention on the advantages derived from the incorporation of translation exercises within language educator training initiatives, and the subsequent influence it exerts on the proficiency of language instructors as well as the achievements of language learners. Nevertheless, there has been a notable lack of emphasis placed on comprehending the perspective of language lecturers, translation experts and language teacher trainers about the advancement of translational competence. As such, this research endeavours to bridge a significant void in the existing literature by delving into the perspectives of these relevant stakeholders regarding the promotion of translational competence within the realm of language teacher training. Gaining insight into the perspectives of these research participants regarding the pertinence, obstacles, and advantages of translational competence can yield valuable discernment into the efficacy of teacher training program

1.2. Research questions

- a. Do language teachers who undergo training in translational competence during their teacher education program demonstrate better proficiency in translation skills compared to those who do not receive such training?
- b. Is technology integration an effective strategy for promoting translation competence in language teacher training?

2. Literature Review

This section is dedicated to providing a comprehensive discussion of related literature, exploring the research findings of these scholarly works, and identifying gaps and trends that inform the main objective of this research

2.1. Translation Education: An Overview

Katan and Taibi (2021) posit that the term "translation" encompasses the process of transferring semantic content from a source language to a target language. Nevertheless,

translation extends beyond the realm of linguistic communication as it is intricately entwined with the fabric of culture. Hence, this phenomenon can be perceived as a mechanism through which cultural values and norms are transmitted from one society to another. Translation education on the other hand refers to the methods used in classrooms and course plans to foster the development of future translator professionals, Venuti (2012).

The pursuit of translation education occupies a pivotal position in the domain of linguistic studies, endowing people with the significant capacity to traverse linguistic disparities and facilitate intercultural dialogue. In light of the growing interconnectivity of societies, there has been a notable upsurge in the need for proficient translators and language mediators. This trend emphasizes the profound importance of translation education in equipping language experts with the necessary skills to adeptly navigate the complexities inherent in multilingual communication.

Furthermore, translation education goes beyond the acquisition of language proficiency. While the mastery of language proficiency serves as a foundational element in the domain of translation, a well-rounded education in translation also helps language practitioners to develop a wide range of other skills that are useful in the field, Azizinezhad & Hashemi (2011). Meanwhile, Chen & Huang (2022) argued that translation education equips language practitioners with relevant skills such as cognitive, cultural, research, technical, domain knowledge and translation proficiencies.

While it is true that in the past, translator training took place outside of formal institutional settings and was provided by professional organizations or the industry itself (Li & Zhang 2011), contemporary scholarly discourse and industry consensus now advocate for the adoption of a more structured approach. This entails imparting practical knowledge to aspiring translators, evaluating their proficiency, and equipping them with the necessary skills to navigate the dynamic market through formal training programs offered by Translation schools. In regards to translation education in a formal institutional setting, Rezaee Danesh et al. (2021) assert that this education can be in two forms. The first form entails training

newcomers; which involve full-time training, while the second form entails further training program for already practising translators. Nevertheless, the type of translation training is only dependent on the trainees' needs and prior knowledge and experience, Rezaee Danesh et al. (2021).

2.2. Language Teacher Training and Translation Competence

The interconnection between language teacher training and translation competence has a substantial influence on language education and the cultivation of skilled language instructors. Educators' capacity to mediate across languages and cultures is strengthened when translation competency is included in language teacher training programs, leading to more immersive and dynamic language education. According to Chen & Huan (2022), training teachers to teach a language is an essential part of education because it guarantees that students have access to teachers who are competent in the language and who can help these students acquire the language effectively. Supporting this assertion, Azizinezhad & Hashemi (2011) maintained that the training process encompasses a holistic approach aimed at enhancing educators' pedagogical competencies, language aptitude, cultural sensitivity, and classroom management proficiencies.

On the other hand, translation competence, within the context of language teacher education, pertains to the aptitude of educators to proficiently mediate between various languages and cultures, thereby facilitating effective communication and comprehension for learners. According to Freeman (2020), translation competence enables language instructors to elucidate intricate linguistic constructions, cultural subtleties, and contextual significances, thereby affording learners a more profound comprehension of the target language being instructed. Rezaee Danesh et al. (2021) maintained that through teacher training, language teachers can acquire a comprehensive set of skills, abilities and knowledge that a proficient translator possesses. In regards to this, Azizinezhad & Hashemi (2011) explored the integration of translation competence in language teacher training. The scholarly work revealed that translation competence allows instructors to become more sensitive to the varying worldviews that are

implicit in various languages. Teachers with this level of cultural awareness are better equipped to provide safe, welcoming classrooms for all language learners, Bekereci-Şahin (2022)

Additionally, the inclusion of translation competence contributes to the improvement of language teacher education through the encouragement of a pedagogical approach that emphasizes the use of multiple languages in language instruction. By acknowledging the correlations between the target language and the native languages of learners, educators have the opportunity to utilize students' linguistic backgrounds as a means to enhance language acquisition and facilitate effective communication

2.3. Exploring Strategies for Promoting Translational Competence in Language Teacher Training

Several scholarly works (Rezaee Danesh et al. 2021; Li & Zhang 2011; Kramsch 2011; Ciampa, Reisboard & McHenry 2022 and Bekereci-Şahin, M. 2022) have extensively discussed translational competence and how it can be promoted in language teacher training. With a focus on technology integration in language teacher training, Kessler (2018) maintained that through the integration of translation technology and digital resources within the language teacher training program, language instructors will be equipped with the ability to augment their pedagogical approaches and facilitate the development of translational competence among learners. Freeman (2020) further claimed that these technological tools provide pragmatic, interactive, and dynamic methods for language mediation, fostering efficient communication and mutual understanding between people of different cultural backgrounds by mediating linguistic barriers. Several of these tools were highlighted in the works of Kessler (2018); and they include Computer Assisted Translation (CAT) Tools, gamification and language learning apps, speech recognition tools, online translation database, machine translation and post-editing among others.

Another strategy for promoting translation competence in language teachers is task-based learning approach. The task-based learning approach is described as language instruction based on the performance of activities with real-world

relevance. In this method, students are immersed in activities that demand them to communicate and interact with one another in the target language to complete meaningful tasks, Alenezi (2020). Here, the tasks are created to be meaningful, engaging, and relevant to the student's daily life, and they might vary in difficulty from easy to difficult.

Scholars such as Rezaee Danesh et al. (2021) and Venuti (2021), focused on the incorporation of specialized translation courses in the curriculum of language teacher training. According to Venuti (2021), the incorporation of a specialized translation curriculum within the framework of language instructor preparation is an essential measure in fostering the development of translational proficiency among educators. However, this course emphasizes the cultivation of language instructors' translation aptitude, theoretical acumen, and pragmatic implementation of translation methodologies.

On the other hand, Freeman (2020) and Ciampa et al. (2022) explored other strategies such as assessment and feedback, professional development and continuous learning. Summarily, the strategies that have been postulated by several scholars on promoting translation competence in language teacher training can be said to be into three categories. The first category deals the curriculum and pedagogy. This approach includes curriculum redesign, integration of specialized translation courses in the curriculum, implementation of a task-based learning approach, and integration of translation theory and practice among others. The second part is technology integration. Here, the language teachers are exposed to various translation technologies, to practice and strengthen their translation skills. The last category is professional development and reflective practices. This strategy involves continual engagement of language teachers in translation seminars and workshops, and implementation of constructive feedback and assessment methods, among others.

3. Research Methodology

A. Study Approach

The study approach adopted in this study is known as a quantitative research methodology. In this approach, numerical data are collected, organized, analyzed, and interpreted via the use of a variety of statistical procedures. As such, the data obtained from the one-hundred and three (103) research participants who were randomly selected were analyzed using a quantitative method.

B. Study Sample

Individuals who participated in this research were one-hundred and three in number; comprising thirty (30) language lecturers, thirty-five (33) translation experts and forty (40) language teacher trainers who are currently teaching language teachers. However, internet tools, such as discussion forums, to recruit people at random from a wide range of geographic locations. Nevertheless, participants' basic demographic data was also collected. The data revealed inequalities in the distribution of key demographic factors including age, gender, and more. However, ethical issues were taken into account, and participants' privacy was protected by obtaining their informed permission.

Table 1. Demographic Variable Sample

Category	Variable	Frequency	Percentage
Gender	Male	53	51.47%
	Female	50	48.53%
Age	20-35 years	25	24.27%
	36-45 years	32	31.07%
	46-65years	33	32.04%
	66 and above	13	12.62%
Years of Experience	Less than 10 years	18	17.48%
	11-30 years	30	29.12%
	31-40	26	25.24%
	30 and above	29	28.16%
Academic Qualification	Bachelor's Degree	25	24.3%
	Master's Degree	38	36.9%
	PhD	40	38.8%

The above table represents the demographic information of the research participants. However, it is summarized as thus;

- i. The male research participants are 50 in number, while the female counterparts are 53 in number.
- ii. The age range of the research participants is from 20-65 years and 66 years above.
- iii. The majority of the research participants, more than 50% have a signification number in regards to years of experience.
- iv. The majority of the research participants (38.8) are PhD holders, while the Bachelor's degree holders are lesser in number (24.3%).

A. Study instrument

The current study employed the use of an online questionnaire for the collation of the research data. The survey tool which consists of two main basic parts was administered to the research participants to share their views. While the first part of the questionnaire represents the demographic information of the respondents, including their age, and gender among others, the remaining part focuses on the validation of the two proposed hypotheses for the research. Nevertheless, these hypotheses are presented below;

- a. Language teachers who undergo training in translational competence during their teacher education program demonstrate better proficiency in translation skills compared to those who do not receive such training
- b. Technology integration is the most effective strategy for promoting translation competence in language teacher training

B. Validity of the instrument

The research hypotheses were validated through the responses of the research participants in the questionnaire. Nevertheless, these responses were further modified and updated as necessary to incorporate the suggestions that were provided.

C. Statistical Measures of the Data

The statistical measures employed for the analysis of the research data are highlighted and described below.

- i. Mean, standard deviation, t-value, standard error, and probability values (p-values) were used in computing each of the hypotheses proposed for the research.
- ii. The two hypotheses were tested using a T-test to determine their rejection or acceptance
- iii. The statistical metrics were subjected to randomization through the utilisation of Jamovi.
- iv. Lastly, a descriptive statistic table was used in organizing and presenting the research data.

4. Results

The responses of the research participants which form the basis of the research data are presented and analyzed below.

A. H1: Some strategies for promoting translational competence in language teacher training are more effective than others

The survey items contained in the above research hypothesis are listed below;

- i. Task-based learning is among the strategies that help to promote translation competence in language teacher training.
- ii. Technology integration, task-based learning, curriculum development and continuous professional development are the most effective strategies.
- iii. The effectiveness of a strategy is based on certain factors.
- iv. Adoption of multiple strategies enhances language teacher translational skills.

Table 2. Strategies for promoting translational competence in language teacher training are more effective than others

Survey Item	Mean	Standard Deviation	T-value	Standard Error	Degree of Freedom	P-value
Q1	3.29	1.12	3.59	1.11	102	0.001

Q2	3.66	1.07	6.24	0.09	102	0.001
Q3	2.51	1.25	-2.14	0.12	102	0.003
Q4	3.01	1.05	-0.55	0.10	102	0.003

The table above presents the responses of the research participants about the survey items contained in the first hypothesis. Nevertheless, the utilization of t-tests was employed to provide empirical substantiation for the aforementioned hypothesis. The analysis entailed evaluating the average responses for each survey question concerning the neutral value of 3.0, which serves as a symbolic representation of the state of neutrality posited by the null hypothesis. The t-value, utilized in the analysis of t-tests, measures the degree of deviation from the null hypothesis, taking into account the inherent variability within the dataset concerning the mean value. On the other hand, the standard error is used to approximate the margin of error for the sample mean. While degrees of freedom (df) refers to the number of independent observations that are available for statistical analysis, the p-value functions as a measure of the probability of observing an event as unusual as the one obtained, under the assumption that the null hypothesis holds. The findings from the above table are summarized thus;

- i. The mean response of the first item which is 3.29, suggests that there is agreement among the participants that task-based learning is among the strategies for promoting translation competence. However, the positive t-value which is 3.59 and the p-value (0.001); also show strong evidence for rejecting the null hypothesis.
- ii. The average responses from the respondents regarding the second survey item suggest a significant agreement in the identified strategies for promoting translation competence in language teacher training. This is evident in the t-value (6.24) and the p-value (0.001).
- iii. The findings in the third item indicate that the participants' responses deviate significantly from the neutral point. This is based on the t-value (-2.14) and p-value which is 0.003; implying that on average,

participants have a neutral or mixed opinion of the strategy's efficacy when taking into account certain criteria.

- iv. The average response for the fourth item is 3.01; suggesting that on average, the participants' responses align closely with the "Neutral" point (3.0). However, the t-value and p-value suggest that the participants, opinions on the adoption of multiple strategies for promoting translation competence in language teacher training are neutral.

B. H2:: Language teachers who undergo training in translational competence during their teacher education program demonstrate better proficiency in translation skills compared to those who do not receive such training

The survey items in the above research hypothesis are listed as thus;

1. Translational competence enhances effective language teaching
2. Teachers who receive translation training during their training have better translation skills than those who do not.
3. There is an incorporation of a feedback mechanism in the translation training program.
4. Do you frequently engage in professional development activities to improve your translation skills?
5. Language teachers' beliefs and attitude influences the effectiveness of translation training program.

Table 3. Impact of promoting translational competence in language teacher training

Survey Items	Mean	Standard Deviation	T-value	Standard Error	Degree of Freedom	P-value
Q1	4.28	0.82	13.58	0.072	102	<0.001
Q2	3.95	0.96	7.30	0.106	102	<0.001
Q3	3.05	1.10	2.15	0.015	102	0.003
Q4	3.84	1.12	4.03	0.110	102	<0.001
Q5	4.12	0.98	10.37	0.097	102	<0.001

The table above is interpreted and summarized thus;

- i. The higher mean (4.28) in the first item suggests that a significant number of the research participants affirmed the effectiveness of translation competence. However, the obtained t-value and p-value provide evidence that the participants' responses exhibit a statistically significant increase compared to the neutral point. This finding lends support to the notion that translational competence plays a role in enhancing the effectiveness of language teaching.
- ii. The second survey item shows moderate agreement among the respondents regarding the impact of the translation training program. With the high mean score which is 3.95 and low p-value, it can be summarized that translation training enhances language teacher translation skills.
- iii. The mean score (3.05) of the third survey shows a low agreement among the participants on the incorporation of feedback mechanisms during training in translation competence. Also, the t-value which is 2.15 and the p-value which is 0.003 suggest that the responses of the participants exhibit notable divergence from the neutral standpoint, albeit with a relatively limited impact owing to the lack of consensus among participants.
- iv. The findings from the fourth survey item suggest positive agreement among the participants regarding attending professional development training to enhance their translation skills. However, with the low p-value the null hypothesis is rejected; indicating high significance in the responses of the research participants.
- v. Lastly, the findings in the fifth item show that the research participants see teachers' attitudes and beliefs as factors that influence the promotion of translation competence in language training. This is evident in the mean score which is 4.12. Additionally, the t-value and low p-value indicate strong significance in the agreement of the participants.

5. Discussion

The major aim of this study is to explore the opinions of language teachers, teacher educators and translation experts on the promotion of translation competence in language teacher training. However, two research hypotheses were formulated to guide the above objectives. On the other hand, the research participants who are one-hundred and three (103) in number validated these hypotheses by sharing their views based on the survey items that align with the research hypotheses.

Following the responses from the research participants which formed the basis of the research data, several findings were made. The findings in the first hypothesis highlighted several strategies for promoting translation competence in language teacher training programs. The first strategy identified is the incorporation of task-based learning. According to Alenzi (2020), task-based learning is a method of language education that places a premium on communicative interaction in authentic settings. In this method, students take on projects that are both relevant and real-world in nature and that need them to communicate effectively in the target language. Nevertheless, several scholars (Azizinezhad & Hashemi 2011; Chen & Huang 2022; and Venuti 2012) have identified with this strategy. As such, this proves the effectiveness of this approach.

Other strategies such as technology integration, curriculum development and continuous professional development were also identified. However, these strategies are in tandem with the findings of Venuti (2012). In regards to technology integration, Freeman (2020) integrating technological tools into the realm of language teacher training, educators can furnish a more captivating, interactive, and learner-centric milieu for aspiring language instructors. This, in turn, facilitates the cultivation and augmentation of their translational aptitude. Several of these tools were highlighted in the works of Kessler (2018); and they include Computer Assisted Translation (CAT) Tools, gamification and language learning apps, speech recognition tools, online translation database, machine translation and post-editing among others. Also, curriculum development can be in the form of introducing specialized translation courses in teacher training. According to Rezaee Danesh et al. (2021), this specialized course emphasizes the

cultivation of language instructors' translation aptitude, theoretical acumen, and pragmatic implementation of translation methodologies. Language teacher can be engaged in continuous professional development to enhance their translational skills by frequently exposing them to advanced translation tools and resources, encouraging them to engage in reflective thinking, organizing networking events and integrating constant evaluation and feedback mechanisms.

Another finding that is significant in the first hypothesis is factors that pose challenges in promoting translation competence in language teacher training. Although the research participants expressed a high level of neutrality in this subject matter, this variability of responses could be traced to disparity in experience and belief. Another reason which is also found in the work of Ciampa et al. (2022) is the lack of feedback and assessment. The evaluation and assessment mechanism provides the language teachers with knowledge of the strengths and specific areas that need improvement in translation training.

Meanwhile, the second hypothesis is focused on the impacts of promoting translation competence in language teacher training. The findings indicated that teachers who undergo training in translation competence during their teacher training perform better translation skills than those who do not. However, It is worth noting that this finding is also similar to that of Bekereci-Şahin (2022).

Summarily, the significance of promoting translation competence in teacher training programs cannot be overestimated. When language teachers are equipped with translation skills, it enables them to develop effective approaches to teaching their students. Also, addressing evaluation and feedback mechanisms and adoption of the identified strategies in the study will further help language teacher in sharpening their translation skills.

6. Conclusion

Translation competence entails the skill to smoothly navigate between languages, enabling the conveying of meaning, cultural subtleties, and contextual elements while maintaining

the fundamental essence of communication. On the other hand, the language teacher training process encompasses a holistic approach aimed at enhancing educators' pedagogical competencies, language aptitude, cultural sensitivity, and classroom management proficiencies. However, educators' capacity to mediate across languages and cultures is strengthened when translation competency is included in language teacher training programs, leading to more immersive and dynamic language education. In light of this, language teachers are expected to possess translation competence to effectively teach language because it guarantees that students have access to teachers who are competent in the language. Language educators who exhibit proficient translational skills can successfully facilitate the process of acquiring a new language for learners. This proficiency enables them to navigate the complexities of language learning, improving the learning process as a whole and cultivating a heightened understanding and appreciation for the diverse nature of languages. Also, it is necessary to promote translation competence during the training of language teachers, and several strategies can be adopted for the effective promotion of translation competence in such programs. These strategies include the integration of technology in the translation training, curriculum development, and integration of task-based learning activities, among others. Also, it is important to teach language teachers to understand cultural nuances, encouraging them to engage in continuous professional development and making an effort to familiarize themselves with cutting-edge translation tools to help sharpen their translational skills.

Acknowledgments

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 / 561 /44).

References

Alenezi, A. M. (2020). Task-Based Approach in Teaching Translation: A Case Study in Jouf University. *Higher Education Studies*, 10(2), 189-196.

- Al-Sohbani, Y. A. (2013). An exploration of English language teaching pedagogy in secondary Yemeni education: A case study. *International journal of English language & translation studies*, 1(3), 41-57.
- Azizinezhad, M., & Hashemi, M. (2011). Teaching translation courses, back to basics, desirable or not?. *Procedia-Social and Behavioral Sciences*, 28, 426-429.
- Bekereci-Şahin, M. (2022). INVESTIGATING TRANSLATION COURSES AT AN UNDERGRADUATE EFL TEACHER EDUCATION PROGRAM: VIEWS OF INSTRUCTORS AND PRE-SERVICE TEACHERS. *European Journal of English Language Teaching*, 7(1).
- Carreres, Á., & Noriega-Sánchez, M. (2011). Translation in language teaching: Insights from professional translator training. *The Language Learning Journal*, 39(3), 281-297.
- Chen, B., & Huang, J. (2022). Toward a framework for understanding translation and interpreting teacher role identity. *Frontiers in Psychology*, 13, 980196.
- Ciampa, K., Reisboard, D. M., & McHenry, N. C. (2022). What Analysis Reveals about Teacher Educators' Understanding of Culturally Responsive Instruction and Translation into Practice. *The Teacher Educator*, 57(4), 365-385.
- Colina, S., & Lafford, B. A. (2017). Translation in Spanish language teaching: The integration of a "fifth skill" in the second language curriculum. *Journal of Spanish Language Teaching*, 4(2), 110-123.
- Danesh, Y. R., Khoshsaligheh, M., & Moghaddas, M. (2021). Translation Teaching Competence: Teachers and Students' Perspectives.
- Floros, G., & Tsagari, D. (Eds.). (2013). *Translation in language teaching and assessment*. Cambridge Scholars Publishing.
- Freeman, D. (2020). Arguing for a knowledge-base in language teacher education, then (1998) and now (2018). *Language Teaching Research*, 24(1), 5-16.
- González-Davies, M. (2017). The use of translation in an integrated plurilingual approach to language learning: Teacher strategies and best practices. *Journal of Spanish Language Teaching*, 4(2), 124-135.
- Ismatullayeva, N. R. (2022). Teaching Translation Methodology in the Foreign Language Classes. *International Journal of Social Science Research and Review*, 5(12), 448-452.

- Kaçaniku, F. (2022). Lost in translation? Improving quality in initial teacher education in the framework of European initiatives. *Policy Futures in Education*, 20(8), 922-940.
- Kiraly, D. (2014). *A social constructivist approach to translator education: Empowerment from theory to practice*. Routledge.
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign language annals*, 51(1), 205-218.
- Kelly, N., & Bruen, J. (2015). Translation as a pedagogical tool in the foreign language classroom: A qualitative study of attitudes and behaviours. *Language teaching research*, 19(2), 150-168.
- Kopish, M., & Marques, W. (2020). Leveraging technology to promote global citizenship in teacher education in the United States and Brazil. *Research in Social Sciences and Technology*, 5(1), 45-69.
- Kramsch, C. (2011). Theorizing translingual/transcultural competence. *Critical and intercultural theory and language pedagogy*, 15-31.
- Laviosa, S. (2011). Towards a transcultural pedagogy for language & translation education. In *Challenges for the 21st Century: Dilemmas, Ambiguities, Directions* (pp. 547-554). Edizioni Q.
- Laviosa, S. (2014). *Translation and language education: Pedagogic approaches explored*. Routledge.
- Lee, S. M. (2023). The effectiveness of machine translation in foreign language education: a systematic review and meta-analysis. *Computer Assisted Language Learning*, 36(1-2), 103-125.
- Li, D., & Zhang, C. (2011). Knowledge structure and training of translation teachers: An exploratory study of doctoral programmes of translation studies in Hong Kong. *Meta*, 56(3), 693-712.
- Liashuk, X. (2018). Translation and foreign language teaching: analytical review of recent research. *Four insights into foreign language pedagogy research*, 66-93.
- Marqués Aguado, T., & Solís-Becerra, J. A. (2013). An overview of translation in language teaching methods: Implications for EFL in secondary education in the region of Murcia. *Revista de Lingüística y Lenguas Aplicadas*, 8(1), 38-48.
- Massey, G., Kiraly, D., & Ehrensberger-Dow, M. (2019). Training translator trainers: An introduction. *The Interpreter and Translator Trainer*, 13(3), 211-215.

- Merç, A. (2019). L1 to L2 Translation Practices in Foreign Language Teacher Education: Student Teachers' Views. *Journal of International Cooperation and Development*, 2(1), 10.
- Mondal, K. N. (2012). English language learning through the combination of grammar translation method and communicative language teaching. *Academia Arena*, 4(6), 20-24.
- Natsir, M., & Sanjaya, D. (2014). Grammar translation method (GTM) versus communicative language teaching (CLT); A review of literature. *International Journal of Education and Literacy Studies*, 2(1), 58-62.
- Pekkanli, I. (2012). Translation and the contemporary language teacher. *Procedia-Social and Behavioral Sciences*, 46, 955-959.
- Pham, A. T., Nguyen, L. T. D., & Pham, V. T. T. (2022). English language students' perspectives on the difficulties in translation: Implications for language education. *Journal of Language and Linguistic Studies*, 18(1), 180-189.
- Popovic, R. (2001). The place of translation in language teaching. *Bridges*, 5, 3-8.
- Rezaee Danesh, Y., Khoshsaligheh, M., & Moghaddas, M. (2021). Translation Teaching Competence: Teachers and Students' Perspectives. *Teaching English Language*, 15(1), 161-188.
- Venuti, L. (2012). *Translation changes everything: Theory and practice*. Routledge.
- Zou, Y. (2015, May). The constitution of translation competence and its implications on translator education. In 1st International Conference on Arts, Design and Contemporary Education (ICADCE 2015) (pp. 786-793). Atlantis Press.