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ÇUKUROVA UNIVERSITY
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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING PROGRAM STUDENTS' APPROACH TO TRANSLATION: A CASE STUDY ON ÇUKUROVA AND MERSIN UNIVERSITY ELT STUDENTS

Ege ÜLKÜ

MASTER OF ARTS

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Supervisor: Prof. Dr. Erdoğan BADA
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MASTER OF ARTS

ADANA / 2025

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ABSTRACT

ENGLISH LANGUAGE TEACHING PROGRAM STUDENTS' APPROACH TO TRANSLATION: A CASE STUDY ON ÇUKUROVA AND MERSIN UNIVERSITY ELT STUDENTS

Ege ÜLKÜ

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This study investigates the translation practices and perceptions of fourth-year pre-service English Language Teaching (ELT) students from two major state universities located in southern Türkiye—Çukurova University and Mersin University—with the aim of shedding light on how translation operates both as a linguistic practice and as a pedagogical tool in their evolving professional identities. Situated at the intersection of translation studies, applied linguistics, and teacher education, the research engages with longstanding theoretical tensions in the field, particularly the contested role of translation in second language instruction and the balance between fidelity to source text and communicative function in the target language. Drawing from a comparative, contrastive framework, this inquiry integrates both quantitative and qualitative data: inter-rater evaluations of student translations offer insight into lexical, syntactic, and contextual challenges, while student reflections and survey data illuminate the deeper pedagogical values, assumptions, and institutional influences shaping translation use. The methodology incorporates purposeful sampling, mixed-method triangulation, and a rigorous inter-rater reliability analysis (Cronbach's alpha = 0.800), all of which bolster the validity and scope of the findings. Significantly, this research addresses two interrelated research questions: to what extent do translation practices differ across two geographically proximate but institutionally distinct ELT programs, and how do these practices and perceptions reflect broader pedagogical orientations toward language, instruction, and professional identity? By grounding its analysis in the lived experiences and articulated beliefs of student teachers, this study does not merely observe translation as a mechanical or linguistic act, but as a complex, situated, and norm-governed pedagogical behavior

shaped by both formal training and the implicit curricular ethos of each institution. The findings contribute to emerging dialogues within Turkish ELT scholarship and international teacher education discourse, offering pedagogical recommendations aimed at improving translation literacy, promoting reflective teaching practices, and foregrounding translation as a meaningful site of agency and professional growth in pre-service ELT contexts.

Keywords: Translation practices, English Language Teaching (ELT), Pre-service Teachers, Cross-Linguistic Mediation, Institutional Differences.

ÖZET

İNGİLİZCE ÖĞRETMENLİĞİ PROGRAMI ÖĞRENCİLERİNİN ÇEVİRİYE YAKLAŞIMLARI: ÇUKUROVA VE MERSİN ÜNİVERSİTESİ İNGİLİZCE ÖĞRENCİLERİ ÜZERİNE BİR DURUM ÇALIŞMASI

Ege ÜLKÜ

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Bu çalışma, Türkiye'nin güneyinde bulunan iki büyük devlet üniversitesi olan Çukurova Üniversitesi ve Mersin Üniversitesi'ndeki dördüncü sınıf İngilizce Öğretmenliği (ELT) öğrencilerinin çeviri uygulamalarını ve algılarını inceleyerek, çevirinin hem dilsel bir uygulama hem de gelişen mesleki kimliklerinde pedagojik bir araç olarak nasıl işlediğine ışık tutmayı amaçlamaktadır. Çeviri çalışmaları, uygulamalı dilbilim ve öğretmen eğitiminin kesiştiği noktada yer alan araştırma, alandaki uzun süredir devam eden teorik gerilimlerle, özellikle ikinci dil eğitiminde çevirinin tartışmalı rolü ve kaynak metne sadakat ile hedef dildeki iletişimsel işlev arasındaki denge ile ilgilenmektedir. Karşılaştırmalı, zıtlıklı bir çerçeveden yararlanan bu araştırma, hem nicel hem de nitel verileri bütünleştirmektedir: Öğrenci çevirilerinin değerlendiriciler arası değerlendirmeleri sözcüksel, sözdizimsel ve bağlamsal zorluklara ilişkin içgörü sunarken, öğrenci düşünceleri ve anket verileri çeviri kullanımını şekillendiren daha derin pedagojik değerleri, varsayımları ve kurumsal etkileri aydınlatmaktadır. Metodoloji, bulguların geçerliliğini ve kapsamını destekleyen amaçlı örnekleme, karma yöntem üçgenlemesi ve titiz bir değerlendiriciler arası güvenilirlik analizini (Cronbach alfa = 0,800) içerir. Önemli bir şekilde, bu araştırma iki birbiriyle ilişkili araştırma sorusunu ele almaktadır: çeviri uygulamaları coğrafi olarak yakın ancak kurumsal olarak farklı iki ELT programı arasında ne ölçüde farklılık göstermektedir ve bu uygulamalar ve algılar dil, öğretim ve mesleki kimliğe yönelik daha geniş pedagojik yönelimleri nasıl yansıtmaktadır? Analizini öğrenci öğretmenlerin yaşanmış deneyimlerine ve dile getirilen inançlarına dayandırarak, bu çalışma çeviriyi yalnızca mekanik veya dilsel bir eylem olarak değil, hem resmi eğitim hem de her kurumun örtük müfredat ahlakı tarafından şekillendirilen karmaşık, yerleşik

ve norm yönetimli bir pedagojik davranış olarak görmektedir. Bulgular, Türk ELT akademik çalışmaları ve uluslararası öğretmen eğitimi söyleminde ortaya çıkan diyaloglara katkıda bulunmakta, çeviri okuryazarlığını geliştirmeyi, yansıtıcı öğretim uygulamalarını teşvik etmeyi ve hizmet öncesi ELT bağlamlarında çeviriyi anlamlı bir faaliyet ve mesleki gelişim alanı olarak ön plana çıkarmayı amaçlayan pedagojik öneriler sunmaktadır.

Anahtar Kelimeler: Çeviri uygulamaları, İngilizce Dil Öğretimi (ELT), Öğretmen Adayları, Dillerarası Arabuluculuk, Kurumsal Farklılıklar.

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This thesis, an investigation into the translation proficiencies of students within the English Language Teaching Departments at Mersin and Çukurova Universities, represents a culmination of sustained effort made possible through the generous support of numerous individuals, dedicated institutions, and collaborative academic communities, to whom I extend my profound gratitude.

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Furthermore, I would like to acknowledge the administrative personnel for their invaluable support in facilitating access to necessary academic resources, as well as for their efficient assistance with the logistical dimensions that enabled this research to progress in a seamless manner.

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Adana / 2025

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CHAPTER I

INTRODUCTION

1.1. Problem of Study

In the dynamic landscape of English Language Teaching (ELT), the role of translation has been a subject of continuous scrutiny and debate. The integration of translation into language learning processes has been met with both support and skepticism. While proponents argue that it can serve as a valuable tool for language acquisition by providing learners with a bridge between languages, critics express concerns about potential negative impacts on language proficiency and communicative skills. These contrasting viewpoints underscore the necessity of investigating how students in ELT programs perceive and employ translation within their learning processes.

Several studies delve into the dynamics between university instructors and students of foreign languages and translation as a teaching activity and with the students' expectations in terms of its teaching process (e.g., Peverati 2014, Cook 2010, House 2009, Machida 2008, Carreres 2006, Liao 2006, Preložníková and Toft 2004, Sewell 2004, Gomes Ferreira 1999, Kasmer 1999, Faber 1998, Pym 1992). This viewpoint shows a level of alignment with what CEFR (Common European Framework of Reference for Languages'' calls the ''common consensus'' among language teachers and theorists (EU Commission, 2013). Studies conducted by Carreres (2006) and Piletić (2011) have yielded comparable findings regarding the perceived value of translation within university-level language education. According to Piletić, both studies indicate that an overwhelming majority—between 96% and 98%—of students consider translation to be beneficial to their academic development, albeit in varying capacities. These findings underscore the continued relevance and pedagogical utility of translation as a supportive tool in higher education language programs. However, Piletic (2019) questions the veracity of the results and data shared by the students in terms of the rationality of belief and possible prior assumptions about language learning, leading her to warn that ''we still do not have empirically gained results which could give us concrete answers".

The fundamental human drive to acquire knowledge and construct understanding is a complex cognitive process intricately woven from the interplay of internal intellectual capacities and external environmental influences (Piaget, 1971). At the heart of this

epistemic journey lies the formation of beliefs, which act as foundational principles upon which individuals build their comprehension of the surrounding world (Rokeach, 1972). These beliefs are not immutable truths but rather dynamic cognitive structures, continuously shaped and refined through ongoing interaction with diverse sources of information and various cognitive mechanisms (Festinger, 1957). Consequently, a thorough understanding of the origins and evolution of belief systems is paramount for comprehending how individuals navigate, interpret, and act within their multifaceted social and physical environments (Bandura, 1977).

Within the interdisciplinary realms of cognitive science and epistemology, the formation of beliefs is frequently conceptualized as a multifaceted process involving both rational and empirical dimensions (Quine & Ullian, 1970). Reason, characterized by logical deduction, inferential reasoning, and the application of established cognitive frameworks, plays a crucial role in organizing and evaluating incoming information, ultimately leading to the acceptance or rejection of specific propositions (Johnson-Laird, 1983). However, human understanding is not solely a product of abstract logical processing. Direct and indirect experiences, encompassing sensory perceptions, interactions with the physical environment, and social engagements with others, provide a rich and continuous stream of data that significantly influences the content and strength of our beliefs or convictions (James, 1890/1950). These experiences offer tangible evidence and contextual understanding that can either reinforce pre-existing beliefs or necessitate their revision in light of novel or contradictory information (Rumelhart & Norman, 1978).

Furthermore, the development and maintenance of belief systems do not occur in isolation. Individuals are embedded within a broader "dynamic context" that encompasses a complex web of social, cultural, and environmental influences (Berger & Luckmann, 1966). This overarching context provides a crucial interpretive framework within which experiences are processed and reasoned about. Prevailing social norms, deeply ingrained cultural values, and collectively shared understandings within a community can exert a significant influence on the formation and acceptance of particular beliefs (Asch, 1956). Similarly, the specific characteristics of the physical environment and the unique circumstances encountered by an individual can shape their experiences and, consequently, mold their belief systems (Gibson, 1979). This recognition of the contextual embeddedness of belief formation underscores the inherently interactive and adaptive nature of human understanding, highlighting that beliefs are not merely

individual cognitive constructs but are also profoundly shaped by the broader social and physical world in which individuals are situated. The subsequent visual representation (Figure 1) aims to synthesize these key interactive influences, illustrating the dynamic interplay between reason, experience, and the overarching context in the continuous formation and evolution of individual belief systems.

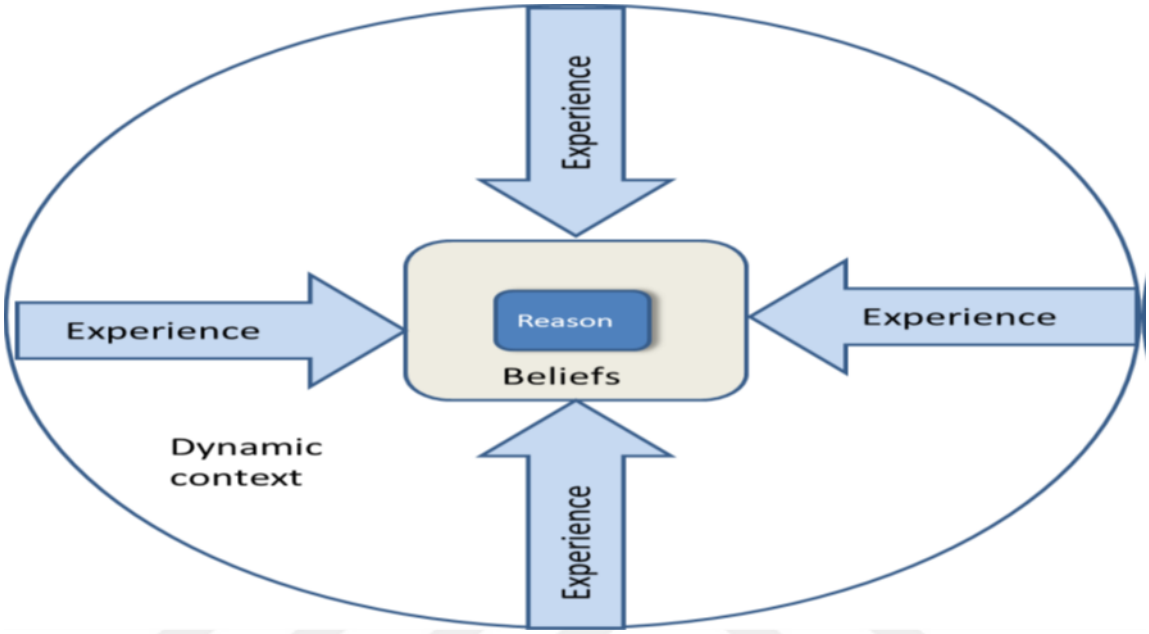

Figure 1. A diagram showing the relationship between experience, reasoning, and forming beliefs
Source: Signes Pont et. al, 2015.

To gain a more nuanced understanding, this study examines the translation practices and perspectives of ELT students at Çukurova University and Mersin University. It is posited that localized research at these institutions may yield more focused and relevant data regarding student perspectives and practices related to translation**.** The rationale behind this approach is that localized studies (Place-Based Learning) allow for a more thorough examination of institution-specific practices, pedagogical emphases, and student experiences that broader regional studies might obscure**.** (Elder & Zucker, 1992; Turner, 2017; Yemini, Engel & Ben Simon, 2023). The research aims to obtain detailed insights into how translation is perceived and applied within their respective language learning experiences and settings.

Furthermore, analyzing the data of the student groups from these institutions may provide a more thorough understanding of how different educational contexts and pedagogical strategies impact their use of translation". This thesis is informed by Pekkanlı's (2012) analysis of ELT teacher candidates' perceptions of translation's

pedagogical value at Uludağ University; Aktekin and Gliniecki's (2015) investigation into translation learning beliefs and strategies among ELT students at two different universities; Artar's (2017) study on the translation beliefs of three distinct participant groups at İzmir University; and Özçelik and Divarcıoğlu's (2019) exploration of translation-related beliefs among Turkish university students studying French as a foreign language at Marmara, Hacettepe, and Gazi Universities.

Through the analysis of student behavior using a hybrid method that includes questionnaires and translation exercises, identifiable trends and patterns may emerge, potentially revealing how translation practices, situated within a comprehensive university curriculum and specific institutional policies, influence teacher candidates' selection of translation strategies and lexical choices. Several prior studies (Malyar, 2009, p. 546; see also Whyatt, 2009; AL-Azzawi and Mousa, 2008) seemingly suggest that translation exercises could be used to highlight nuance in meaning and reveal possible knowledge gaps. These findings may suggest a cyclical and dynamic interaction between translation practices and pedagogical decision-making. This study also aims to contribute to the research on how different student groups implement and view translation practices, as well as their implications within distinct educational settings.

One key aspect of the study problem concerns the evolving nature of language teaching methodologies. Traditionally, translation occupied a central role in language education, serving as a bridge for learners to understand grammatical structures and vocabulary through the lens of their native language. With the rise of the communicative approach in the latter half of the 20th century, however, the focus shifted toward immersive, context-driven learning that prioritized direct interaction in the target language (L2), often sidelining translation in the process. Despite this shift, learner perspectives tell a different story. Ashouri and Fotovatnia (2010), referencing Politzer (1983), O'Malley et al. (1985b), and Chamot et al. (1987), note that while most EFL teachers tend to overlook the role of translation, learners consistently highlight its positive impact on their language development.

The methodological terrain of the social and behavioral sciences has undergone a notable transformation, transcending the historical separation between purely quantitative and qualitative research paradigms (Creswell & Plano Clark, 2017). Acknowledging the inherent advantages and disadvantages associated with each distinct approach, contemporary scholarly inquiry increasingly adopts mixed-method designs. These integrative strategies strategically synthesize quantitative and qualitative data collection

and analysis techniques to achieve a more comprehensive and nuanced comprehension of intricate social phenomena (Teddlie & Tashakkori, 2009). The underlying rationale for this methodological triangulation resides in the potential to capitalize on the statistical rigor and generalizability afforded by quantitative data alongside the rich contextual insights and in-depth understanding yielded by qualitative investigations (Greene, Caracelli, & Graham, 1989). By synergistically combining these distinct yet complementary methodologies, researchers aim to mitigate the inherent biases and limitations that may arise from relying solely on a single methodological framework.

The increasing adoption of mixed methods research is predicated on the recognition that specific research questions are optimally addressed by leveraging the unique contributions of both quantitative and qualitative approaches. Quantitative research, characterized by its emphasis on numerical data, statistical analysis, and the identification of patterns and relationships across large samples, excels at establishing the prevalence, magnitude, and statistical significance of observed phenomena (Shadish, Cook, & Campbell, 2002). Conversely, qualitative research, focusing on the in-depth exploration of individual experiences, perspectives, and meanings through non-numerical data such as interviews, observations, and textual analysis, provides rich contextual understanding and can illuminate the underlying mechanisms and processes that shape social realities (Denzin & Lincoln, 2018). The deliberate integration of these approaches enables researchers to move beyond merely describing "what" is happening to gaining a deeper understanding of "why" and "how" it is occurring within specific social, cultural, and temporal contexts (Maxwell, 2016).

Various distinct mixed methods designs have emerged, each tailored to address specific research objectives and the logical sequencing of quantitative and qualitative phases. One common approach involves an explanatory sequential design, where either quantitative or qualitative data is collected and analyzed first, with the subsequent phase building upon or elaborating the initial findings to provide a more complete picture (Creswell, 2015). Another prevalent strategy involves a concurrent design, where both quantitative and qualitative data are collected and analyzed simultaneously, with the findings from each strand being integrated during the interpretation phase to provide convergent or divergent perspectives on the research question (Morse, 2003).

Regardless of the specific mixed methods design employed, the fundamental principle remains the intentional and systematic combination of quantitative and qualitative approaches to achieve a more holistic, robust, and insightful understanding of

the research problem, ultimately yielding interpretations that transcend the limitations of either approach in isolation. The subsequent diagram illustrates a foundational model within this methodological framework, highlighting the parallel pathways of quantitative and qualitative data collection and analysis, culminating in a crucial stage of comparison and contrast to generate an integrated interpretation that offers a more comprehensive understanding than either method could provide independently.

Building upon this foundational model, the strength of mixed methods research lies in its capacity to address multifaceted research questions that inherently require diverse forms of data. By strategically merging quantitative data, which often provides numerical descriptions and statistical relationships, with qualitative data, which offers in-depth contextual understanding and nuanced perspectives, researchers can achieve triangulation, complementarity, expansion, and development of findings. This integrated approach allows for a more complete and valid portrayal of the phenomenon under investigation, mitigating potential biases and enriching the overall explanatory power of the research outcomes. The iterative and interactive nature of combining these methodologies can also lead to the discovery of unexpected insights and the refinement of research questions as the study progresses, ultimately contributing to a more profound and comprehensive understanding of the complexities inherent in social and human phenomena.

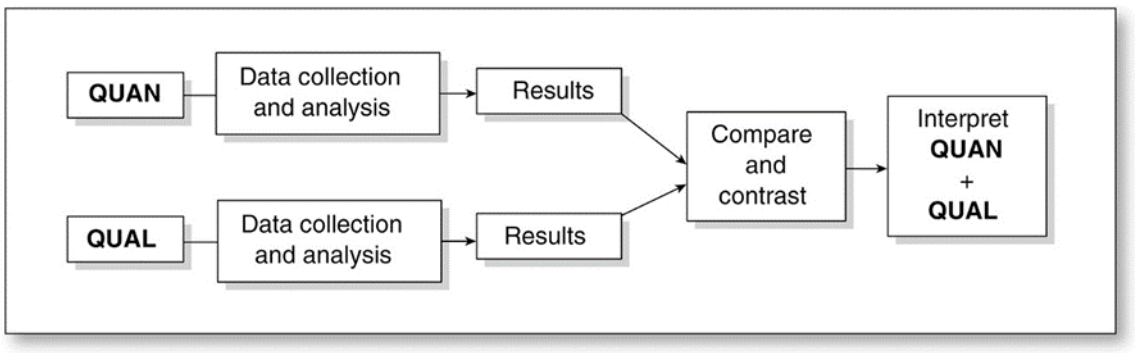

Figure 2. A diagram of the convergent hybrid method
Source: Edmonds & Kennedy, 2017

Despite this shift, translation remains an integral part of language education in various settings, and the extent to which it is embraced or rejected varies among institutions and individuals (Gutiérrez, 2021; Bazani, 2015). Çukurova and Mersin University, located in the southern, culturally diverse Çukurova region of Türkiye, provide an intriguing backdrop for investigating this issue. These institutions, as centers

of higher education, enroll students with a range of linguistic backgrounds and varied educational experiences. The students enrolling in English Language Teaching programs bring with them a diverse range of perspectives shaped by their prior experiences with translation in language learning or related translation activities.

The problem gains further complexity when considered against the backdrop of the Turkish educational system, which, in earlier pedagogical practices, placed a significant emphasis on rote memorization and grammatical accuracy. This traditional approach to language learning has implications for how students approach translation, as they may carry preconceived notions about its role based on their prior educational experiences. The tension between traditional and modern language teaching methods, coupled with the diversity of student backgrounds, forms the crux of the problem being investigated in this study.

Moreover, the globalized nature of English as a Lingua Franca (ELF) adds another layer to the problem. English can no longer be considered limited to native speakers or specific geographical regions; it has increasingly assumed the role of a global lingua franca, which functions as a common bridge for communication among speakers of different native languages, emphasizing its utility beyond mere cultural or national boundaries. This evolving perspective compels educators to critically examine the role and integration of translation within the broader pedagogical framework of language teaching, particularly in an era where English increasingly functions as a lingua franca for international communication, extending beyond its traditional conceptualization as a mere subject of academic inquiry. This nuanced dynamic, alongside the significant influence of geographical contexts on language learning and translation practices, will be explored in greater depth in subsequent sections of this study.

The problem of study also extends to the potential impact of students' attitudes and approaches towards translation on their language proficiency and overall language learning experience. Understanding whether students view translation as a helpful aid, a hindrance, or a neutral tool is argued to play a crucial role for informing pedagogical practices and curriculum development.

In summary, the problem under consideration revolves around the multifaceted nature of translation in the context of English language teaching, with a focus on the attitudes and approaches of Çukurova and Mersin University ELT students regarding the topic. The interplay between traditional and modern language teaching methodologies, the diverse educational backgrounds of students, and the globalized nature of English as

a Lingua Franca contribute to the complexity of this issue. Addressing this problem may shed light on the current state of language education and offer insights into refining pedagogical approaches to meet the evolving needs of students in the Turkish higher education system.

1.2. Purpose of Study

This research aims to unravel the intricacies of how Çukurova and Mersin University English Language Teaching (ELT) students engage with translation in the language learning process. By aiming to explore their attitudes, practices, and perceptions regarding the role of translation, the study seeks to provide a nuanced understanding of the impact of diverse linguistic backgrounds and educational experiences on translation strategies and lexical selection. Additionally, it aspires to contribute insights into the ongoing debate surrounding the integration of translation in language education. The findings aim to inform educators, curriculum developers, and policymakers, potentially fostering a more informed and contextually relevant approach to English language teaching within the dynamic landscape of higher education in Türkiye. Indeed, Richards and Rodgers (2014:26) explain that 'differences among methods... manifest in different learning and teaching activities in the classroom.

Hence, the following research questions were addressed in parallel with the purpose of the study:

1. To what extent do Çukurova and Mersin University ELT students receive formal training or guidance on translation techniques and strategies?
    a. How do Çukurova and Mersin University ELT students perceive the role of translation in language teaching effectiveness?
    b. What are the attitudes and beliefs of Çukurova and Mersin University ELT students regarding the integration of translation into language teaching pedagogy?
2. What resources, tools, or materials do Çukurova and Mersin University ELT students utilize for effective translation in language teaching?
    a. What sort of support do they receive and need?
    b. What is the role of translation in concerns and challenges faced in their professional identity development as ELT teachers?

3. Are there significant differences in the translation practices between Çukurova and Mersin University ELT students?
4. What recommendations and best practices can be derived from the analysis of Çukurova and Mersin University ELT students' translation practices to enhance language teaching effectiveness?

1.3. Significance of Study

This research holds critical importance in the field of English Language Teaching (ELT) by addressing the essential need to comprehend how Çukurova and Mersin University ELT students navigate the role of translation in language learning. The findings will provide crucial insights for tailoring pedagogical practices that resonate with the diverse linguistic backgrounds and educational histories of students within the Turkish higher education system. Furthermore, the study's contributions extend to the broader discourse on language education methodologies, offering a nuanced understanding of the dynamic relationship between 'traditional' and 'modern' language teaching approaches. Educators, curriculum designers, and policymakers can leverage the study's implications to foster an informed and contextually relevant framework for effective English language instruction in today's globalized educational landscape.

This thesis also aims to explore two key avenues for future translation studies, as suggested by the European Commission (EU Commission, 2013) within the Turkish context, which Artar (2017) argues as remaining 'largely unexplored'. One such avenue involves examining students' reactions to specific translation tasks or functions within the target language. By analyzing how students respond to particular translation challenges, this research seeks to uncover how these activities influence both their cognitive processes and language development. This line of inquiry is crucial in understanding the role translation plays not just as a pedagogical tool but also as a means of enhancing language acquisition and intercultural competence.

Additionally, the diverse values and preconceptions that students bring to translation tasks represent another critical area for investigation. Students from varying linguistic and cultural backgrounds may hold distinct assumptions about the purpose and practice of translation, which could shape their engagement and performance in different ways. Understanding these perspectives may not only inform translation pedagogy but also contribute to broader discussions on language education, fostering more context-sensitive approaches. Ultimately, this research aims to shed light on how these two

factors—student reactions and preconceptions—could be leveraged to optimize translation-based learning in English Language Teaching (ELT) settings.

The academic discipline of Translation Studies has evolved into a dynamic and interdisciplinary field dedicated to systematic inquiry into the multifaceted processes, diverse practices, and varied products of translation (Bassnett, 2002; Munday, 2016). Moving beyond traditional, often prescriptive, approaches centered solely on linguistic transfer, contemporary Translation Studies embraces a wide array of theoretical frameworks and methodological perspectives to explore the intricate complexities inherent in interlingual and intercultural communication (Snell-Hornby, 2006). This scholarly domain endeavors to understand not only the linguistic transformations that occur during the act of translation but also the significant cultural, social, cognitive, and historical factors that both shape and are shaped by this crucial communicative activity (Venuti, 1995). Consequently, Translation Studies encompasses a broad spectrum of intellectual inquiry, ranging from the development of abstract theoretical models to the examination of practical applications across various professional and societal contexts.

A fundamental distinction within Translation Studies often delineates between what are commonly referred to as "pure" and "applied" branches of investigation (Holmes, 1988/2000). "Pure" Translation Studies primarily concentrates on the formulation of theoretical frameworks and the development of descriptive models aimed at elucidating the fundamental principles and inherent characteristics of translation as a phenomenon. This theoretical branch seeks to establish a robust conceptual foundation for the field, exploring core concepts such as equivalence, translatability, and the very nature of the cognitive and linguistic processes involved in translation. Conversely, "applied" Translation Studies addresses the practical implications and real-world applications of translation research, focusing on areas such as the pedagogical aspects of translator training, the development and evaluation of translation aids and technological tools, and the critical assessment of translated texts within diverse communicative settings (Kiraly, 2000; Schäffner, 2004). This applied dimension aims to leverage theoretical insights and empirical findings to enhance the quality, efficiency, and effectiveness of translation practices in various professional domains.

Within the realm of "pure" Translation Studies, further nuanced subdivisions exist, reflecting the diverse foci of scholarly inquiry and the varying parameters that shape translational phenomena. Theoretical Translation Studies seeks to formulate general principles and overarching models capable of accounting for all types of translation,

alongside the development of more specific, circumscribed theories that are deliberately restricted by particular variables. These restricting parameters can include the specific medium of translation (e.g., written, oral interpreting, audiovisual subtitling, and dubbing), the particular cultural or linguistic areas involved in the translation process, the linguistic rank of the units being translated (e.g., word, phrase, sentence, entire text), the specific type or genre of the text being translated (e.g., literary fiction, technical documentation, legal contracts), the temporal context in which the translation occurs, or the specific types of problems or challenges encountered during the translation process (Toury, 1995).

In contrast, Descriptive Translation Studies focuses on the systematic observation, detailed analysis, and comprehensive description of existing translations, the cognitive processes undertaken by translators during the act of translation, and the diverse functions and reception of translations within specific socio-cultural contexts (Lambert & van Gorp, 1985/2006). This empirical and descriptive branch seeks to understand how translations are produced, interpreted, and received in real-world settings, thereby contributing to the development of empirically grounded and contextually sensitive theories of translation. The subsequent hierarchical diagram provides a visual representation of this complex and multifaceted structure within Translation Studies, clearly illustrating the key distinctions and various sub-areas that collectively constitute this dynamic and evolving academic field.

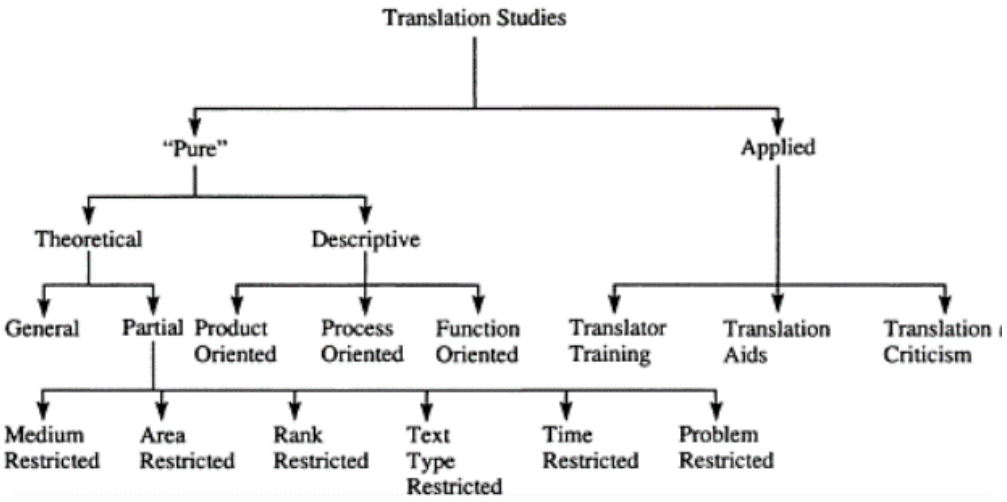

Figure 3. Holmes' map of translation studies
Source: Based on Holmes 1988

1.4. Limitations of Study

This study acknowledges several inherent limitations that may impact the robustness and generalizability of its findings. Firstly, the dynamic nature of language education policies and external factors could introduce unforeseen changes during the study period, potentially influencing the context within which translation practices are situated. Secondly, caution is warranted in generalizing the findings, as they may be context-specific to Çukurova and Mersin University ELT programs. The unique institutional and regional characteristics may limit the extent to which the findings can be extrapolated to other educational contexts, emphasizing the need for a nuanced understanding of the localized nature of the study. Thirdly, the reliance on self-reported data introduces the possibility of response bias, as participants may provide socially desirable responses or may not accurately represent their translation practices. Furthermore, the study may fall short in fully exploring the intricate interplay of cultural factors and regional influences on translation practices within the Turkish language teaching context.

The fourth limitation pertains to the oversight of individual instructors or faculty members, whose unique pedagogical approaches may significantly shape students' translation practices. Additionally, variations in students' English language proficiency levels and their translation competence, the fifth limitation, may not be comprehensively accounted for, potentially introducing a confounding factor that could impact the study's outcomes. Recognizing and addressing these limitations is essential for ensuring a grounded interpretation of the study's findings and fostering a more comprehensive understanding of the complex dynamics at play in the translation practices of ELT students.

Additionally, the study's methodological framework requires careful consideration to mitigate potential shortcomings and ensure a comprehensive analysis of translation practices. A significant methodological concern is the reliance on self-reported data, which, while academically beneficial for capturing participant perspectives, introduces the risk of response bias. Participants may unintentionally distort their responses, either by aligning with perceived expectations or misrepresenting their true practices. This poses challenges for the study’s accuracy, particularly when trying to capture nuanced translation behaviors and attitudes. To address this, it is recommended that future studies adopt a mixed-methods approach, integrating self-reports with observational data or task-based performance assessments. These complementary

methods would not only provide a more objective understanding of how students engage with translation in real-time contexts but also help verify the accuracy of self-reported behaviors, thereby reducing the impact of response bias on the study's conclusions.

Furthermore, the cultural factors influencing translation in ELT programs, while briefly addressed, merit deeper attention, particularly concerning the Turkish context and broader international teaching practices. Cultural norms and attitudes towards translation in Türkiye may significantly shape both students' and instructors' approaches to language instruction, aspects that this study may not fully account for. For instance, historical tensions between Turkish and foreign language policies, along with regional variations in cultural openness to translation, could influence how translation exercises are perceived and implemented in classrooms. A more thorough exploration of these cultural dynamics, alongside incorporating such variables into the study's design, could provide deeper insights into the role translation plays in language learning across different geographical contexts, ultimately enhancing the generalizability of the findings to other educational settings.

Expanding on the significance of cultural factors, future research could benefit from employing qualitative methodologies, such as in-depth interviews with ELT instructors and students in Türkiye, to elicit their lived experiences and perspectives on the use of translation in language learning. Exploring their beliefs about the cognitive benefits, potential drawbacks, and sociocultural relevance of translation exercises could provide rich contextual data that complements quantitative findings. Furthermore, comparative studies examining the role of translation in ELT programs across different cultural contexts, including those with varying historical relationships with foreign languages and diverse pedagogical traditions, could offer valuable insights into the culturally contingent nature of translation in language education. Such cross-cultural investigations could identify best practices that are sensitive to specific cultural norms and contribute to the development of more culturally responsive and effective ELT methodologies.

Moreover, the integration of theoretical frameworks from translation studies and intercultural communication could further enrich the analysis of cultural influences on translation in ELT. Concepts such as cultural equivalence, domestication and foreignization, and the role of the translator as a cultural mediator could provide valuable lenses through which to examine how cultural differences are negotiated and addressed in language teaching practices involving translation. By explicitly linking empirical

findings to these theoretical constructs, researchers can move beyond descriptive accounts and develop more nuanced and theoretically grounded understandings of the complex interplay between culture, translation, and language learning in diverse educational settings, including the specific context of Türkiye and its broader international implications.

While this study draws on the synthesis of translation theories presented by Owji (2013), including the foundational insights of Nida (1974), Catford (1965), and Newmark (1981), it is important to recognize the inherent limitations in applying these models uniformly across all translation contexts. Translation, by its nature, is a complex, problem-solving endeavor that involves not only linguistic accuracy but also cultural sensitivity and pragmatic judgment. Owji (2013) outlines strategic frameworks—such as Chesterman's (1997) typologies of syntactic, semantic, and pragmatic strategies and Baker's (1992) practical taxonomy of eight strategies for resolving translational issues—which serve as valuable reference points for translators. However, as Owji notes, the application of these strategies is often fluid, overlapping, and context-dependent. Translators may adapt or combine strategies intuitively when faced with real-world constraints that exceed the neat boundaries of theory. As such, while this study is grounded in the theoretical models discussed by Owji (2013), it acknowledges that translation is not always governed by clearly delineated categories. The limitations of these models lie in their inability to fully capture the dynamic, nuanced, and often subjective nature of translation practice. Therefore, the study's findings are framed as reflective and interpretive rather than rigidly prescriptive.

This inherent theoretical constraint invariably shaped the present study, particularly in the identification and subsequent interpretation of the translation strategies employed by the participants. While Owji's (2013) synthesis of major translation theories provided a valuable conceptual framework, the fluid and context-sensitive nature of actual translation practice meant that participants' choices did not always align neatly with predefined strategy typologies. In several instances, a single translational decision appeared to draw from multiple strategies simultaneously, blurring the lines between, for example, paraphrase, cultural substitution, and pragmatic adaptation. This overlap made it challenging to assign discrete labels or to determine the primary motivation behind each strategy choice. Additionally, the reliance on retrospective interpretation during analysis introduced an element of subjectivity, as participant intention could not always be clearly discerned from the translated product alone. As a result, the study foregrounds patterns

and tendencies rather than rigid classifications, embracing a degree of interpretive flexibility in recognition of the real-world complexity highlighted by Owji (2013) and others. This approach, while methodologically transparent, acknowledges the trade-off between theoretical clarity and practical nuance.

1.5. Definition of Terms

English Language Teaching (ELT): The process of instructing and learning the English language, encompassing various methodologies and approaches to develop core language skills such as speaking, listening, reading, and writing. ELT involves the application of diverse pedagogical theories, methodologies, and strategies aimed at nurturing students' inherent language abilities, such as critical thinking, communication, and problem-solving, while expanding their knowledge through a structured curriculum grounded in established educational principles. The primary objective of ELT is to facilitate language acquisition and proficiency, thereby equipping learners with the necessary skills for effective communication in academic, professional, and social contexts.

ELT Students: Students enrolled in English Language Teaching programs, with this study focusing specifically on students from Çukurova and Mersin University.

Translation: Catford (1965, pp.) describes it as ‘The conversion of text or spoken words between two languages, preserving the meaning, context, and style; modifying textual material in one language to be more equivalent to textual material in another language (Catford, 1965, pp.). This description is similar to House's (2009) definition of replacing texts between two different languages. However, House (2009) also highlights its cultural role, facilitating ‘’communication between cultures. Cook (2007, pp.) puts forward that translation has become an indispensable skill in multicultural societies.

In the field of applied linguistics and language education, translation employed within foreign language teaching contexts is commonly referred to as *pedagogical* or *glottodidactic translation* (Piletić, 2019). This form of translation is distinct from what Piletić (2019) terms *professional-didactic translation*, which is typically pursued within specialized institutions such as translation schools, faculties, or institutes and is associated with formal qualifications leading to the title of professional translator. This distinction parallels earlier classifications proposed by Klaudy (as cited in Vermes, 2010, p. 83), who differentiates between *pedagogical translation* and *real translation*. Similarly, Vermes (2010) introduces the concepts of *school translation* and *professional translation* to draw

attention to the differing objectives and outcomes of translation practices within educational versus professional training contexts. Vermes further describes *simulated translation* as a term used to characterize translation activities conducted within training programs that aim to mirror professional translation settings while serving pedagogical goals.

Language Proficiency: The level of skill and competence demonstrated by an individual in using a language, encompassing the four main language domains: speaking, listening, reading, and writing. Some scholars support the view that translation should gain recognition as the fifth skill after Speaking, Reading, Writing and Listening (see for example, Newmark, 1991:62, Ross, 2000:63 and Pym et al. 2013:8). Vermes (2010) argues that translation plays a significant role in all four skills. In addition to this role, Mahmoud (2006) states its benefits in L2 acquisition in terms of ‘’being authentic, interactive, learner-centred, and promoting learner autonomy [making self-regulated decisions].’’

Pedagogical Practices: The methods, strategies, and approaches educators use in the process of teaching and learning. These practices are integral to shaping the educational experience and outcomes.

Ülkü (2025), in his book 'Introduction to Linguistics (Dil Bilimine Giriş)', examines the extensive historical context, literary and academic structures, along with modern nuances related to global linguistic studies, and provides a typological and evaluative account of translation practices within the context of foreign language education, delineating both diverse forms of translation and corresponding methods for quality assessment. Translation is framed not merely as a linguistic exercise but as a fundamental pedagogical tool that supports the development of reading, writing, and grammatical competence. Within this framework, translation serves a dual role: it functions both as an instructional technique and as an evaluative mechanism, fostering contrastive analysis and reflective engagement with language.

The book categorizes translation practices along a continuum of literalness and interpretative freedom. At the most literal end lies interlinear translation (*Satır arası çeviri*), historically referred to as *interlinearversion*, in which translated words are inserted directly between the lines of the source text, often sacrificing syntactic and idiomatic naturalness. Two subtypes are distinguished: *interlinearglossen*, characterized by a strict word-for-word correspondence, and *marginalglossen*, where translations are provided in the margins as supplementary explanations. These forms have historically

been employed in religious and classical instruction, where structural fidelity to the original text was paramount.

Word-for-word translation (*Kelimesi kelimesine çeviri* or *motamot çeviri*) similarly prioritizes lexical equivalence with minimal grammatical adjustment. Nevertheless, this approach often results in semantically awkward or culturally inappropriate renderings, particularly when applied to idiomatic expressions. For example, a literal translation of "It's raining cats and dogs" into German or Turkish produces incoherent phrases, highlighting the limitations of strictly literal translation strategies.

More flexible approaches, such as structurally faithful translation and free translation (*serbest çeviri*), offer alternative solutions. Structurally faithful translation aims to preserve the syntactic structure of the source text while adapting it to the grammatical norms of the target language. Free translation, by contrast, emphasizes the communication of meaning over formal equivalence, permitting significant adaptation. A notable example is the idiomatic rendering of "It's raining cats and dogs" as "Es gießt in Strömen (It's bucketing down)" in German, which successfully conveys the intended sense without replicating the source language's lexical items.

In conclusion, Ülkü (2025) underscores that translation in foreign language education should not be reduced to a mechanical transfer of words between languages. Rather, it should be approached as a dynamic, context-sensitive pedagogical strategy that cultivates linguistic competence, cultural awareness, and critical thinking. By embracing a range of translation methods—each suited to specific instructional goals—educators can more effectively support learners in developing nuanced and functional language skills.

Native Language Influence: The effect of a learner's first language (L1) on their acquisition and use of a second or foreign language (L2). This influence may manifest as both facilitators and barriers to effective language learning.

Competence: Refers to the theoretical knowledge and array of options available to translators in a given context, allowing the translation process to be guided by established principles (Baker & Saldanha, 2009, p. 213). PACTE(2003) notes that at least two studies have attempted an empirical approach to research into translation competence as a whole: Lowe (1987) and Stansfield, Scott, and Kenyon (1992). Kelly (2005) further clarifies that cultural and intercultural competencies are also essential for all translators.

Finally, PACTE(2017a) highlights field-relevant knowledge and encyclopedic knowledge as being a necessity for competent translators.

The PACTE research group (2011) shares five essential sub-competences leading to broader translator competence: a) Bilingual, b) Extralinguistic, c) Knowledge of Translation, d) Instrumental, and e) Strategic. The effective and professional delivery of translation services in today's interconnected world necessitates a complex and multifaceted array of competencies that transcend mere bilingualism. While a robust command of both source and target languages remains foundational, achieving high-quality and contextually appropriate translations demands a broader skillset encompassing cultural understanding, subject-matter expertise, information literacy, and technological proficiency (Kiraly, 2000; PACTE Group, 2003). This holistic perspective has led to the development of various models of translation competence, aiming to articulate the essential knowledge, skills, and attitudes required for successful professional practice.

One prominent framework in this area is the EMT (European Master’s in Translation) model of translation competence, which posits that effective "translation service provision competence" forms the central axis around which other crucial competencies revolve (EMT Expert Group, 2009). This overarching competence encompasses the ability to manage the entire translation workflow efficiently and professionally, including client communication, project management, and adherence to ethical and professional standards. Supporting this core competence are several key peripheral competencies. "Language competence" extends beyond grammatical accuracy to include pragmatic awareness, stylistic sensitivity, and an in-depth understanding of discourse conventions in both languages (Nord, 1991). "Intercultural competence" involves a nuanced understanding of the cultural norms, values, and communicative practices of the source and target language communities, crucial for avoiding cultural misunderstandings and ensuring culturally appropriate rendering (Hatim & Mason, 1997).

Furthermore, the EMT model emphasizes "thematic competence," which refers to the translator's subject-matter knowledge and their ability to comprehend and accurately convey specialized information within diverse domains (Newmark, 1988). In an information-rich environment, "information mining competence" is also paramount,

encompassing the skills required to effectively research, evaluate, and synthesize information from various sources to support the translation process and ensure terminological accuracy (Beeby Lonsdale, 1996). Finally, "technological competence" has become increasingly vital in contemporary translation practice, involving proficiency in utilizing computer-assisted translation (CAT) tools, machine translation (MT) systems, terminology management software, and other relevant technologies to enhance efficiency, consistency, and quality (Bowker, 2002). The subsequent visual representation, often associated with the EMT model, effectively illustrates the interconnected and interdependent nature of these competencies, highlighting that comprehensive translation service provision relies on the synergistic integration of these diverse knowledge and skill domains.

Figure 4. A diagram of the competences behind translation studies
Source: Şahin, 2013

Performance: The actual selection and execution of translation strategies by translators in real-world contexts, reflecting the decisions made based on competence (Baker & Saldanha, 2009).

Norm: An intermediate concept between ‘competence’ and ‘performance’, denoting the habitual selection of certain ‘typical’ options by translators in accordance with social expectations. Toury (1995: 56-61) proposes three types of translational norms: Initial norms, preliminary norms, and operational norms. Other scholars have discussed

norms in terms of their potency, making a distinction between norms and conventions and/or between constitutive and regulatory norms (Chesterman, 1993; Hermans, 1996; Nord 1991b, 1997).

- **Initial norms:** Adhering to the cultural messages (norms) presented in the target/source text and culture/language.
- **Preliminary norms:** Considering the existence of a translation policy in a given socio-cultural context and planning translation activities accordingly.
- **Operational norms:** Practical decisions made during the translation process. Toury discusses two types of operational norms: a) matricial norms, and b) textual-linguistic norms.
  - **A) Matricial:** Considering how much of the content in the texts is being carried over during the process of translation and whether any omissions or segmentations are being made.
  - **B) Textual-linguistic:** Pertaining to the selection of textual materials from the target language to guide the translation process (Toury, 1995).

Washback: Also known as test washback effect, it refers to the direct or indirect impact of exams on any kind of formal education and training (Yi-Ching, 2009; Hawkey, 2006; Külekçi, 2016).

CHAPTER II

LITERATURE REVIEW

2.1. Introduction to Translation Theories

The English Language Teaching (ELT) program, at its core, necessitates a refined understanding of translation theories, serving as a pivotal conduit between language acquisition and effective communication. Translation, within the academic realm, embodies a complex interplay of linguistic, cultural, and cognitive dimensions, underscoring the significance of a comprehensive theoretical foundation. This study undertakes an extensive exploration of translation theories to elucidate the multifaceted nature of language transfer within the context of ELT. Delving into the theoretical landscape, the research encompasses traditional equivalence theories, where the focus is on linguistic accuracy and fidelity to the source text. Simultaneously, it embraces contemporary paradigms such as functionalist and communicative approaches, emphasizing the dynamic nature of language use and the importance of context in translation. Understanding these theories is paramount for discerning the varied approaches employed by ELT students in their translation tasks.

The intricate process of translation extends far beyond the simplistic notion of a direct, one-to-one word-for-word substitution between disparate linguistic systems. Rather, it stands as a profoundly complex cognitive and communicative activity, demanding from the translator a sophisticated and nuanced understanding of both the source and target texts across a multitude of interwoven linguistic and extra-linguistic levels (Bell, 1991; Hatim & Mason, 1990). Engaging in effective translation necessitates that the translator adeptly navigates a multifaceted and often challenging linguistic landscape, requiring a meticulous engagement with the source text's diverse features. This engagement commences at the foundational levels of its phonological realization (in the case of spoken language) or its orthographic representation (in written form), extending through the careful consideration of its precise lexical choices, the intricate arrangement of its phrasal and sentential structures, and culminating in a deep comprehension of its underlying propositional content and the cohesive organization of its overall textual microstructure (Beaugrande & Dressler, 1981).

This intricate and multi-layered linguistic analysis forms the indispensable bedrock upon which the translator meticulously constructs a comprehensive mental representation of the source text's intended meaning and the original writer's communicative purpose and underlying message. This cognitive process involves not merely decoding individual words but rather actively engaging with the semantic relationships between them, discerning the grammatical functions of various constituents, and ultimately synthesizing a holistic understanding of the text's overall coherence and cohesion. The translator must move beyond the surface level of linguistic forms to grasp the deeper semantic and pragmatic implications embedded within the source text.

Furthermore, the act of translation is not solely confined to the linguistic realm. It inherently involves a significant degree of cultural mediation. Translators must possess a keen awareness of the cultural contexts that shape both the source and target languages and texts. This includes understanding the social norms, communicative conventions, and underlying worldviews that may influence the way meaning is constructed and interpreted within each cultural sphere. The effective translator acts as a cultural bridge, ensuring that the translated text resonates appropriately within the target cultural context and conveys the intended message without unintended cultural misinterpretations or alienations.

The cognitive demands placed upon the translator are considerable. They must engage in a continuous process of analysis, interpretation, and synthesis. This involves drawing upon their extensive linguistic knowledge, their understanding of the subject matter, their awareness of cultural nuances, and their ability to make informed decisions regarding the most appropriate ways to render the source text's meaning in the target language. This decision-making process often involves navigating ambiguities, resolving potential conflicts between linguistic systems, and creatively finding solutions that preserve the intended impact and functionality of the original text.

Moreover, the process of translation is inherently communicative. The translator acts as a mediator between the original author and the target audience. Their ultimate goal is to facilitate effective communication across linguistic and cultural boundaries. This requires not only linguistic accuracy but also the ability to produce a target text that is natural, fluent, and readily understandable by the intended readers or listeners. The translator must consider the communicative purpose of the original text and strive to recreate a similar communicative effect in the target language, taking into account the specific needs and expectations of the target audience.

In essence, translation is a dynamic and intellectually demanding endeavor that necessitates a sophisticated interplay of linguistic competence, cultural awareness, cognitive flexibility, and communicative sensitivity. It is a process of meaning reconstruction and cultural transfer, far removed from the simplistic notion of mechanical word substitution. The references provided by Bell (1991), Hatim & Mason (1990), and Beaugrande & Dressler (1981) serve as foundational texts that underscore this very complexity, highlighting the multifaceted nature of translation as a cognitive and communicative activity that lies at the heart of cross-linguistic understanding.

However, the intricate act of translation transcends a mere sequential, bottom-up analysis of the source text's constituent linguistic elements. The translator's own rich tapestry of background knowledge, encompassing a wealth of linguistic, cultural, and subject-specific information, assumes a pivotal and undeniably crucial role in shaping their comprehensive understanding and nuanced interpretation of the source text (Steiner, 1975). This reservoir of pre-existing knowledge engages in a dynamic and reciprocal interaction with the meticulous textual analysis, empowering the translator to adeptly infer implicit meanings that lie beneath the surface, skillfully resolve inherent ambiguities within the text, and construct a coherent and multifaceted "situation model." This mental construct effectively encapsulates the extra-linguistic context surrounding the text and the overarching communicative purpose intended by its creator (van Dijk & Kintsch, 1983). This internally constructed representation of the source text, profoundly informed by both the rigorous textual scrutiny and the translator's expansive background knowledge, serves as the foundational bedrock upon which the subsequent formulation and articulation of the target text is meticulously built.

The transition from the source text understanding to the production of the target text is a creative and decision-making process influenced by a range of factors beyond the immediate linguistic transfer. The translator must consider not only the writer's original meaning and intent but also their own communicative intent in producing the target text and, crucially, the specific needs and expectations of the target text's intended audience (Reiss & Vermeer, 1984). The evaluation of the produced target text against these various criteria – the accuracy of meaning transfer, the fulfillment of the intended purpose, and the suitability for the target audience – is a critical stage in the translation process. This evaluative stage often involves a cyclical process of revision and refinement until a satisfactory target text is achieved. The subsequent diagram offers a visual representation of this dynamic and multi-layered process, illustrating the various stages and interacting

factors involved in the complex act of translation, from the initial engagement with the source text to the final production of the target text.

Furthermore, the translator's own background, including their linguistic proficiency, cultural competence, subject matter expertise, and personal biases, inevitably shapes their interpretation of the source text and their choices during the target text production. This subjective element underscores the understanding of translation as not a purely mechanical act but rather an interpretive and creative endeavor. The translator functions as a crucial mediator, actively engaging with the source text and the target context to bridge linguistic and cultural divides. Therefore, acknowledging and critically examining the translator's agency and the multifaceted influences on their decision-making process is essential for a comprehensive understanding of translation.

The cyclical nature of revision and refinement highlighted in the initial text also reflects the iterative problem-solving involved in translation. Translators often navigate ambiguities, cultural nuances, and stylistic differences that require multiple passes and adjustments to achieve a target text that effectively communicates the intended message and resonates with the target audience. This iterative process can involve consulting resources, seeking feedback from peers or subject matter experts, and engaging in self-reflection to ensure the final product meets the required standards of accuracy, appropriateness, and communicative effectiveness within the specific context of its reception.

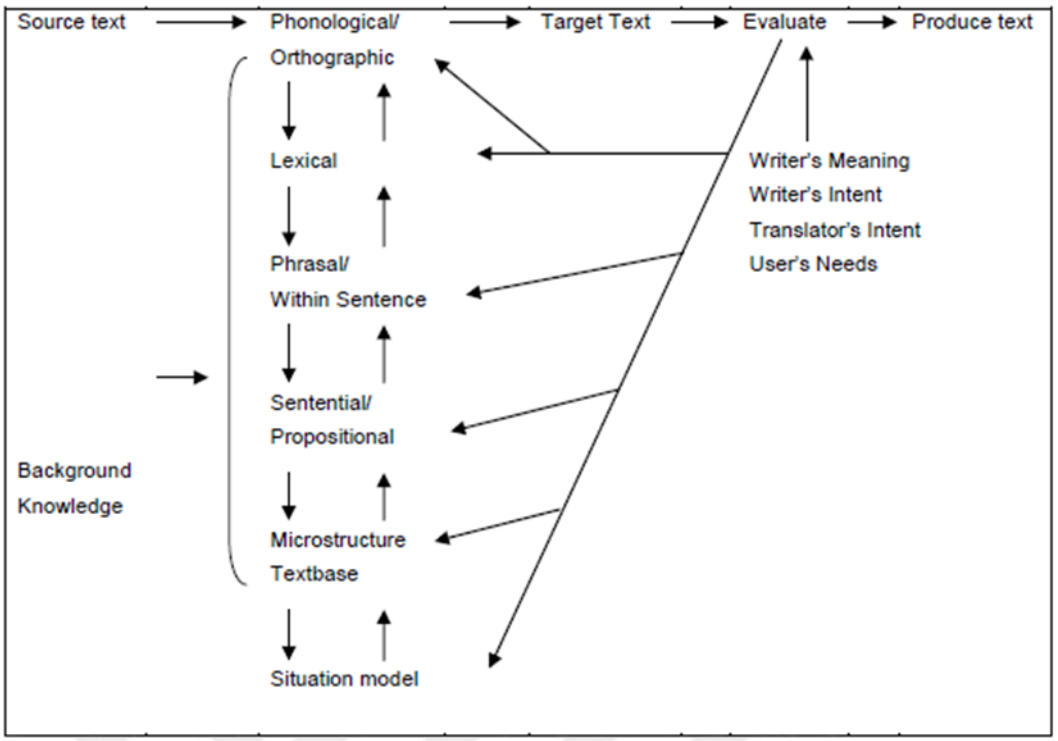

Figure 5. A model of the translation process
Source: Danks & Griffin, 1997:174.

The Routledge Encyclopedia of Translation Studies (Baker & Saldanha, 2009) extensively explores the functionalist approach to translation, a prominent paradigm within the field. This approach is grounded in the belief that translation should serve a specific purpose and fulfill particular functions within a given communicative context. At its core, functionalism emphasizes the fluid relationship between language and its social context, viewing translation as a tool that facilitates effective communication across linguistic and cultural boundaries. The functions of language and translation, as examined through this lens, delve into the broader roles they play in various communicative settings. Baker & Saldanha's encyclopedia delves into the rich tapestry of theories associated with the functionalist approach, encompassing concepts such as skopos theory, which posits that the purpose of translation determines its strategies and methods.

This comprehensive exploration within the encyclopedia offers valuable insights into the intricate interplay between language, translation, and their functional roles in diverse contexts. These functional roles draw on ''action theory, communication theory, and cultural theory and include Vermeer's Skopos Theory (1978, 1996), Reiβ and Vermeer's (1984) general theory of translation, and Holz-Mänttäri's theory of translatorial action. Other scholars with contributions in this field include Hönig & Kuβmaul (1982/1991) (individually – e.g., Hönig 1995, Kuβmaul 1995, 2000b); Nord (1988, 1997);

Kupsch-Losereit (1986); Witte (2000); Risku (1998); Kiraly (2000) and Ammann (1990). As the functionalist approach places emphasis on the purpose of translation, it naturally intersects with discussions on equivalence based on function, where the alignment of meaning between source and target texts is evaluated by how well they fulfill their intended communicative roles.

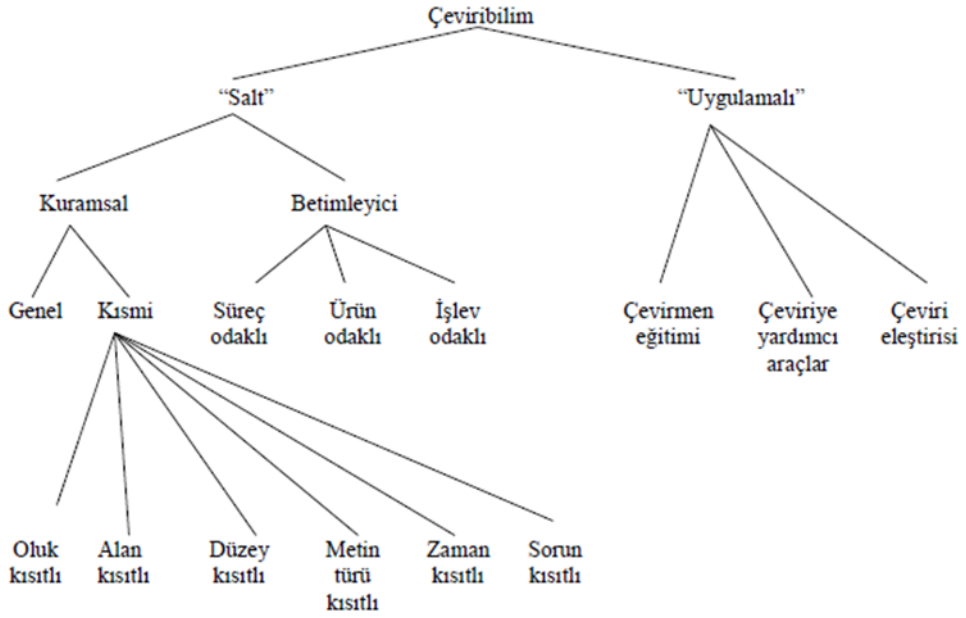

Figure 6. Main fields and sub-fields of translation studies presented
Source: Toury (1995:10).

The hierarchical structure presented in the preceding diagram (Figure 6) offers a visual taxonomy of the field of "Çeviribilim," the Turkish term for Translation Studies. This categorization, mirroring similar models in the broader discipline, distinguishes between "Salt" (Pure) and "Uygulamalı" (Applied) branches of inquiry, reflecting the theoretical and practical orientations within the field. The "Salt" or "Pure" branch further subdivides into "Kuramsal" (Theoretical) and "Betimleyici" (Descriptive) Translation Studies, highlighting the dual focus on developing explanatory frameworks and on systematically analyzing existing translations and translation processes. The "Kuramsal" (Theoretical) sub-branch encompasses both "Genel" (General) theories of translation and "Kısmi" (Partial) theories, the latter being constrained by specific parameters such as the medium ("Oluk kısıtlı"), the area ("Alan kısıtlı"), the rank of linguistic units ("Düzey kısıtlı"), the text type ("Metin türü kısıtlı"), the time ("Zaman kısıtlı"), or specific problems encountered ("Sorun kısıtlı").

The "Betimleyici" (Descriptive) sub-branch of "Pure" Translation Studies, on the other hand, focuses on empirical investigation, encompassing "Süreç odaklı" (Process-oriented) studies that examine the cognitive activities of translators, "Ürün odaklı" (Product-oriented) studies that analyze the characteristics of translated texts, and "İşlev odaklı" (Function-oriented) studies that explore the role and impact of translations within their target cultural and social contexts. The "Uygulamalı" (Applied) branch of Çeviribilim addresses practical concerns, including "Çevirmen eğitimi" (Translator training), "Çeviriye yardımcı araçlar" (Translation aids), and "Çeviri eleştirisi" (Translation criticism). This structural overview underscores the breadth and depth of inquiry within Translation Studies, setting the stage for a more detailed examination of key theoretical concepts that underpin the field.

One of the central and often debated concepts within Translation Studies, particularly within the "Kuramsal" (Theoretical) branch, is that of **equivalence**. The notion of equivalence attempts to define the relationship between a source text and its translation, addressing the fundamental question of what it means for a translation to be "equivalent" to its original. However, the very definition and attainability of equivalence have been subjects of considerable scholarly discussion and varying theoretical perspectives (Bassnett, 2002; Munday, 2016; Nida, 1964). Different theoretical approaches have proposed diverse frameworks for understanding equivalence, ranging from linguistic equivalence at the word or sentence level to functional or communicative equivalence, which prioritizes the target text's ability to achieve a similar effect on its audience as the source text did on its own. The subsequent discussion will delve into these various conceptualizations of equivalence, exploring their underlying assumptions, strengths, and limitations in the context of the broader theoretical landscape of Translation Studies as outlined in the preceding diagram.

2.1.1. The Concept of Equivalence in Translation

The principle of "equivalence in translation" stands as a cornerstone within the theoretical and practical landscape of interlingual communication, embodying the fundamental aspiration that a translated text should function as a faithful mirror, reflecting the multifaceted meaning, intended function, and anticipated impact of its source counterpart, all while navigating the inherent structural and stylistic constraints imposed by the target language system. This pivotal concept emerged from an intrinsic necessity within the burgeoning field of translation studies: to systematically address the intricate

question of the degree to which a translated rendition can effectively replicate the semantic content and stylistic nuances of the original text whilst simultaneously accommodating the often-significant linguistic and cultural divergences that invariably exist between any two languages. In its essence, the pursuit of "equivalence" endeavors to construct a robust bridge across the chasm separating distinct linguistic and cultural spheres, striving to ensure that the translated text not only conveys the propositional content of the original message with accuracy but also elicits a comparable cognitive and affective response from its target audience as the source text would within its original sociocultural context. This guiding principle is, therefore, of paramount importance in upholding the intellectual integrity and communicative effectiveness of translations across a diverse range of textual genres and communicative purposes, as it fundamentally seeks to preserve the holistic communicative act, encompassing both the semantic and pragmatic dimensions of the original message.

The historical trajectory of the equivalence concept reveals a dynamic evolution shaped by the intellectual contributions of numerous translation theorists who have grappled with its inherent complexities and sought to refine its definition and application. Early foundational theories of translation, notably those advanced by the eminent scholar Eugene Nida, introduced the transformative notion of "dynamic equivalence," a paradigm shift that placed primary emphasis on conveying the intended meaning and the anticipated perlocutionary effect of the source text upon its original readership, rather than adhering rigidly to a superficial preservation of its literal form and structural architecture. Nida's seminal approach marked a decisive departure from earlier, more prescriptive notions of "formal equivalence," which prioritized meticulous preservation of the exact wording, syntactic arrangement, and surface-level features of the original text, often at the expense of naturalness and communicative efficacy in the target language.

Over the subsequent decades, the conceptualization of equivalence has undergone further significant evolution, encompassing a diverse array of theoretical perspectives that reflect a progressively more nuanced and context-sensitive understanding of how translations function within varied cultural and communicative landscapes. This ongoing evolution underscores the inherent complexity of achieving a truly comprehensive and universally applicable definition of equivalence, highlighting the continuous efforts within the field to strike a delicate balance between the often-competing demands of semantic accuracy and contextual relevance in the practical application of translation. The evolving nature of equivalence further suggests that translation practices are not solely dictated by

abstract theoretical constructs but are also profoundly influenced by prevailing social and cultural norms, which dynamically shape what is perceived as appropriate, acceptable, and ultimately effective in the complex act of interlingual communication.

2.1.2. The Concept of Translation Norms

The concept of translation norms, as developed by Gideon Toury (1995), encompasses the implicit rules and conventions that govern translation practices within a specific cultural and historical context. Toury identifies three main types of norms*: Preliminary Norms, Operational Norms, and Textual Norms. 'Preliminary norms'* relate to decisions made before the translation process begins, such as the selection of texts for translation and the commissioning of translation projects. '*Operational norms'* influence the translation process itself, guiding decisions about language use, stylistic choices, and cultural adaptation. '*Textual norms'* pertain to the characteristics of the final translated text and its adherence to or deviation from the source text. These norms reflect the expectations and values of both the translator and the target audience, shaping how translations are produced and received.

Matricial norms play a crucial role in shaping the structural and organizational aspects of translated texts, influencing the extent to which the target text serves as a substitute for the source text. These norms regulate not only the overall completeness of the translation but also its textual positioning and segmentation. Specifically, they dictate whether certain elements of the source text are omitted, added, repositioned, or restructured in the target text. Furthermore, while such modifications can occur independently, their interplay is often governed by underlying translational norms.

For instance, extensive omissions frequently lead to shifts in segmentation, particularly when the omitted portions do not have distinct textual boundaries, such as independent sentences, paragraphs, or sections. Similarly, changes in textual location may, in certain cases, be interpreted as an omission in one section of the text and an addition elsewhere, effectively altering the perceived coherence and flow of the translation. The interpretation of these shifts is thus dependent on the analytical framework employed, as translational analysis seeks to formulate explanatory hypotheses rather than provide absolute or definitive accounts of translational decisions. Given the inherently interpretive nature of translation studies, absolute certainty regarding the rationale behind textual modifications remains elusive, necessitating a focus on systematic description and theorization over fixed conclusions.

The act of translation is not a linear, unidirectional process involving only the source text and the target text. Instead, it is a dynamic and complex communicative event situated within a web of interconnected agents and texts (Even-Zohar, 1990; Hermans, 1999). Understanding the various actors and their roles, as well as the flow of information and influence, is crucial for a comprehensive grasp of the translation phenomenon. This necessitates moving beyond a simplistic dyadic model to consider the broader communicative context in which translation takes place.

The process typically originates with a "Kaynak Metin" (Source Text) produced by a "Kaynak Yazar" (Source Author) for a specific intended audience, often referred to as the source text reader. However, with the intervention of a "Çevirmen" (Translator), this text undergoes a process of "Çözümleme" (Analysis) and "Yeniden Yapılandırma" (Restructuring) to become an "Erek Metin" (Target Text) intended for a new audience, the "Erek Okur" (Target Reader). This transformation involves not only linguistic transfer but also cultural mediation and adaptation to meet the expectations and needs of the target readership.

The relationships between these elements are not static or hierarchical but rather interactive and cyclical. The translator's understanding of the source text is influenced by their perception of the source author's intent and the original context. Subsequently, the translator's decisions during the analysis and restructuring phases are guided by their understanding of the target audience and the intended function of the target text. Ultimately, the target reader's reception of the "Erek Metin" (Target Text) can, in turn, influence the perception and understanding of the source text and the role of translation itself within the broader cultural and literary systems. Figure 7 visually represents this cyclical and interconnected model of the translation process, highlighting the key agents and the dynamic flow of communication from the source text and author to the target text and reader through the crucial mediating role of the translator.

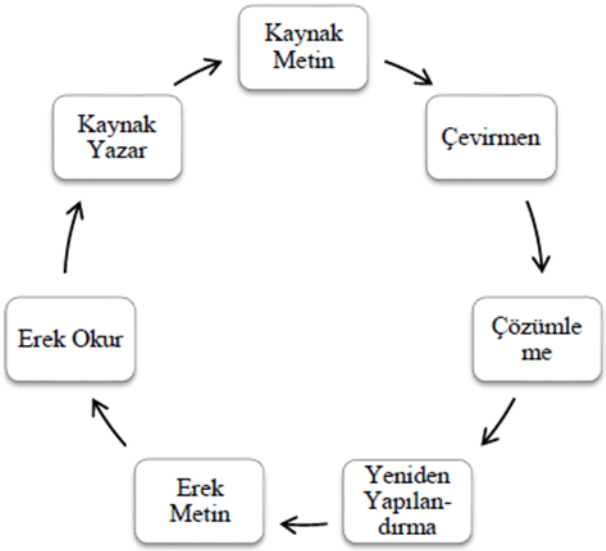

Figure 7. Gürçağlar's translation process diagram (değişecek)
Source: Çetinkaya, 2015 (''Çevirinin ABC'si by Gürçağlar, 2021)

Understanding translation norms is crucial for analyzing the broader cultural and ideological influences on translation practices. By examining how these norms vary across different contexts, scholars can gain insights into the factors that shape translation decisions and outcomes. The concept of translation norms also highlights the role of translators as mediators who negotiate between source and target cultures, balancing linguistic accuracy with cultural appropriateness. Through the study of translation norms, researchers can better understand how translations contribute to cross-cultural communication and the evolution of literary and cultural practices. These insights into norms set the stage for exploring how translation theories address the challenges of achieving equivalence in practice, offering a deeper understanding of the strategies employed to navigate these complexities.

2.2. Theories of Translation Equivalence

Theories of translation equivalence form a fundamental component of translation studies, addressing the intricate relationship between source and target texts. These theories examine the extent to which a translation should replicate the original text in terms of meaning, form, and function. The central debate in translation equivalence revolves around whether the primary goal of translation is to preserve the exact linguistic structure of the source text or to ensure that the intended message and impact are effectively conveyed in the target language. Equivalence, as a theoretical construct, is not

a monolithic concept but rather a dynamic and context-dependent phenomenon shaped by linguistic, cultural, and communicative considerations.

Early theorists, such as Eugene Nida, played a significant role in developing foundational perspectives on translation equivalence. Nida proposed a distinction between formal equivalence and dynamic equivalence as two key approaches to translation. Formal equivalence emphasizes adherence to the structure and content of the source text, maintaining grammatical and syntactical parallels wherever possible. In contrast, dynamic equivalence prioritizes the naturalness and functionality of the translation in the target language, seeking to reproduce the effect and meaning rather than the precise form of the original. This shift in focus from structural fidelity to communicative effectiveness marked a pivotal moment in translation theory, as it underscored the importance of reader reception in evaluating translation success.

The pursuit of automated translation has a rich history, with early endeavors often focusing on direct transfer approaches that sought to map elements of the source language directly onto corresponding elements in the target language (Hutchins, 1995). However, the inherent structural and lexical divergences between languages quickly revealed the limitations of such simplistic models. The complexities of syntax, semantics, and pragmatics necessitate a more sophisticated understanding and representation of the source text before accurate and fluent target text generation can occur. This realization paved the way for the development of more abstract and intermediary representations in the translation process.

One significant step in the evolution of machine translation architectures was the early introduction of the concept of an 'interlingua' **(**a key idea explored in early machine translation research, for example, by researchers like Silvio Ceccato in the 1950s and later developed by others)." The interlingua approach posits the existence of a language-independent representation of meaning. In this model, the source text undergoes a deep "analysis" to extract its underlying semantic content and encode it into this abstract interlingual representation. Subsequently, the target text is "generated" from this interlingua, drawing upon the grammatical and lexical resources of the target language. The theoretical ideal of the interlingua is a complete decoupling of the source and target languages during the transfer stage, as the transfer itself becomes minimal or even non-existent, relying solely on the shared semantic representation.

The "transfer" approach, situated between direct translation and the interlingua model, acknowledges the need for some level of abstract representation but still involves

a more direct mapping between the linguistic structures of the source and target languages (Vauquois, 1968). In this paradigm, the analysis of the source text proceeds to a certain depth, and the resulting representation is then transformed into a corresponding representation in the target language before the final generation phase. The depth of analysis in a transfer-based system directly influences the complexity and sophistication of the transfer rules required. The subsequent triangular diagram, attributed to Vauquois (1968), visually illustrates these three fundamental approaches to machine translation, highlighting the inverse relationship between the depth of analysis and the amount of transfer needed. The apex of the triangle represents the interlingua approach, where deep analysis theoretically eliminates the need for transfer, while the base represents direct translation with minimal analysis and maximal direct mapping.

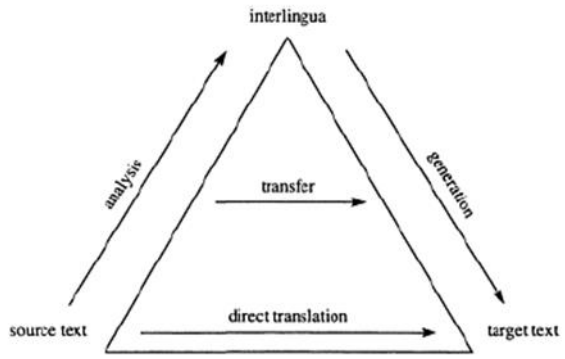

Figure 8. The pyramid diagram showing the relationship between the source text, target text and interlingua (in-between languages)
Source: featured in Vauquouis (1968).

Another influential theorist, Peter Newmark, further refined the discourse on equivalence by introducing the concepts of semantic translation and communicative translation. Semantic translation, similar to formal equivalence, prioritizes the meaning and structure of the source text, aiming for high fidelity to the original. This approach is often favored in literary and technical translations, where preserving the exact wording and nuances of the source text is paramount. On the other hand, communicative translation aligns more closely with dynamic equivalence, as it focuses on ensuring that the translation is accessible and comprehensible to the target audience. Newmark's framework highlights the need for a flexible approach to translation, wherein the degree of adherence to the source text depends on the purpose of the translation and the expectations of the intended readership.

Contemporary theories of translation equivalence have built upon these traditional models, moving beyond rigid dichotomies to acknowledge the fluid and context-sensitive nature of translation. Functionalist approaches, such as Hans Vermeer's Skopos Theory, argue that equivalence should be determined by the purpose (or skopos) of the translation rather than by strict linguistic correspondence. According to this perspective, different translation tasks require different strategies—some may necessitate a high level of formal equivalence, while others may call for more adaptive and creative solutions. Similarly, Christiane Nord's model of functionalist translation emphasizes the role of text type and communicative function in shaping equivalence, proposing that translators should prioritize factors such as audience expectations, genre conventions, and cultural considerations.

Moreover, modern theories recognize that equivalence is not a static or universally applicable concept but rather a negotiation between fidelity and adaptation. Scholars such as Gideon Toury and Lawrence Venuti have emphasized the sociocultural dimensions of translation, arguing that equivalence is shaped by historical, ideological, and institutional factors. Toury's Descriptive Translation Studies (DTS) approach suggests that equivalence should be analyzed empirically by studying how translations function in different cultural contexts rather than being dictated by prescriptive norms. Venuti, in his discussions on domestication and foreignization, highlights the ethical and political implications of equivalence, questioning whether translations should strive to assimilate foreign texts into the target culture or preserve their distinctiveness.

By exploring these diverse perspectives, theories of translation equivalence contribute to a more nuanced understanding of translation as both a linguistic and cultural act. They emphasize the complexity of achieving a balance between fidelity to the source text and effectiveness in the target language, reinforcing the idea that translation is not merely a technical process but a dynamic, context-driven practice. Ultimately, translation equivalence remains an evolving and contested concept, reflecting the ongoing debates and challenges that translators face in bridging linguistic and cultural divides.

2.2.1. Traditional Equivalence Theories

Traditional translation theories have long been defined by their commitment to achieving direct equivalence between the source and target texts, prioritizing linguistic precision and fidelity to the original structure. These approaches typically advocate for a literal or near-literal translation, in which the wording, syntax, and formal elements of the

source text are meticulously preserved. The rationale behind this method lies in the assumption that maintaining structural accuracy ensures the most faithful representation of the original meaning. However, this strict adherence to formal equivalence has been widely critiqued for its inherent limitations, particularly in its ability to accommodate the fluidity of language and the complexities of cross-cultural communication. By focusing primarily on linguistic accuracy, such translations may inadvertently produce rigid, unnatural, or disengaging texts that fail to resonate with the target audience.

In light of these challenges, contemporary translation theories have progressively moved toward more flexible, adaptive frameworks that account for the cultural and contextual dimensions of language transfer. The limitations of traditional models have necessitated a reassessment of equivalence, leading to the emergence of translation strategies that seek a balance between structural fidelity and functional appropriateness. These evolving approaches recognize that translation is not a mere mechanical reproduction of text but rather an interpretive act that involves negotiation between meaning, context, and audience reception. This paradigm shift underscores the importance of rendering translations that are not only linguistically accurate but also culturally and contextually relevant.

As the field of translation studies continues to expand, scholars increasingly acknowledge that strict adherence to word-for-word equivalence often fails to capture the communicative intent, stylistic nuances, and sociolinguistic intricacies of the source material. The recognition of these shortcomings has paved the way for dynamic, reader-oriented strategies that prioritize the effectiveness of the translated text within its intended cultural and communicative setting. This transition reflects a broader trend toward conceptualizing translation as an interactive and adaptive process rather than a static, one-to-one correspondence between languages. By embracing this dynamic interplay, contemporary translation theories strive for an approach that remains faithful to the original while ensuring accessibility and resonance within the target linguistic and cultural framework.

2.2.1.1. Nida's Dynamic Equivalence

Eugene Nida's theory of dynamic equivalence marked a pivotal evolution in the field of translation studies, offering a profound rethinking of how meaning should be transferred across languages and cultures. First introduced in his seminal work Toward a Science of Translating (1964), dynamic equivalence moved decisively away from the

long-standing tradition of formal equivalence, which prioritized literal accuracy and structural mirroring between the source and target texts. Instead, Nida proposed that the communicative impact of a translation—how it is perceived, felt, and understood by the target audience—should take precedence over strict adherence to lexical or syntactic parallels. In essence, his approach foregrounded the principle that a successful translation is not one that simply mirrors the form of the original but one that reproduces the intended effect on a new audience within a different linguistic and cultural context.

Central to Nida's framework is the idea that language is not a fixed set of codes but a living, culturally embedded system of meaning. Translators, therefore, are not mere transposers of words but intercultural communicators who must weigh not only what is said but how it will be received. By emphasizing the target audience's response—both cognitive and emotional—Nida reframed the translator's role as one rooted in responsiveness and adaptability rather than rigid fidelity. A successful translation, from this perspective, is one that creates an effect in the target reader that is functionally equivalent to that experienced by the source reader. This marked a major conceptual shift toward a receptor-oriented model, underscoring that meaning is not static but deeply context-dependent.

The implications of dynamic equivalence have been far-reaching, not only in literary translation but in domains such as religious texts, advertising, legal language, and language education. In particular, Nida's influence is strongly felt in the field of pedagogical translation, where the goal is often not to replicate a source text's structure but to foster linguistic awareness, cultural sensitivity, and communicative fluency in learners. For pre-service teachers and ELT practitioners, dynamic equivalence serves as a conceptual scaffold to approach translation as an interpretive, audience-centered act. It encourages them to think critically about tone, register, context, and pragmatic function rather than focusing solely on accuracy in the narrow sense.

Moreover, this orientation toward contextual resonance invites broader reflections on the ethics and aesthetics of translation. By valuing reader reception and engagement, dynamic equivalence opens space for creativity and negotiation, acknowledging that translation often involves making difficult choices between competing values—clarity vs. fidelity, fluency vs. authenticity, and universality vs. local specificity. In this way, Nida's work can be seen not only as a technical model but as a philosophy of translation—one that insists on the translator's empathy, intuition, and cultural literacy as tools as vital as linguistic competence.

Ultimately, dynamic equivalence has become a cornerstone of modern translation theory, shaping contemporary practices that strive for relevance, readability, and emotional intelligibility. While it has also sparked debate—particularly among scholars who caution against excessive domestication or loss of source-text integrity—its foundational principle remains influential: that translation is an act of communication, not just transformation. Nida's legacy endures in the continued pursuit of translations that do not merely echo their originals, but speak anew, with clarity and cultural resonance, to those who receive them.

2.2.1.2. Newmark's Semantic and Communicative Translations

Peter Newmark made a significant contribution to the evolution of translation theory by further refining the notion of translation equivalence through his influential distinction between semantic and communicative translation. Introduced in his work Approaches to Translation (1981), these two models offer a nuanced spectrum for understanding the translator's choices between source-text fidelity and target-audience readability. Newmark's theoretical framework builds upon earlier ideas, such as Nida's dynamic equivalence, but carves out its own space by re-centering the translator's role as a mediator between meaning precision and communicative clarity. This binary—semantic vs. communicative—does not function as a rigid dichotomy but rather as a practical guide for navigating the competing demands of textual authenticity and accessibility.

Semantic translation, as Newmark defines it, is oriented toward the author and the source text. It endeavors to preserve the original's form, structure, and stylistic intricacies as faithfully as possible. This approach values the unique cultural and linguistic identity of the source text and seeks to replicate it with minimal distortion, even at the expense of fluency or immediate accessibility in the target language. In other words, semantic translation aims to capture the exact meaning—often at a granular level—remaining sensitive to lexical nuance, idiomatic subtleties, and stylistic tone. While this method is often favored in literary translation or scholarly contexts where textual integrity is paramount, it requires a readership capable of navigating a slightly more demanding linguistic terrain.

By contrast, communicative translation is reader-centered, aiming to produce a version of the text that is not only accurate but also clear, idiomatic, and culturally resonant for the target audience. Newmark's communicative model emphasizes the functionality and reception of the translated text—often adapting idioms, simplifying structure, or

altering references to ensure relevance and ease of comprehension. This strategy is particularly suited to materials where message delivery takes precedence over stylistic fidelity, such as advertising, technical manuals, public health information, or educational content. It prioritizes accessibility, clarity, and contextual appropriateness, viewing the translator as a facilitator of understanding rather than a custodian of textual purity.

Newmark's bifocal lens offers profound insights into the pragmatic and ethical dilemmas that translators must navigate in real-world contexts. The choice between semantic and communicative translation is rarely clear-cut; instead, it is often influenced by text type, intended audience, translation purpose, and the sociocultural stakes involved. His framework thus encourages a situated approach to translation, where decisions are made not in abstraction but in light of the communicative function and contextual constraints. The tension between these two poles—fidelity to form vs. functionality in reception—remains one of the enduring themes in translation theory and practice.

In pedagogical contexts, Newmark's distinction provides an invaluable scaffold for training future translators and language educators. It fosters metalinguistic awareness by prompting student-teachers to ask critical questions about their own translational choices: What am I trying to preserve? What might I need to sacrifice for clarity? Who am I translating for, and what response do I hope to elicit? These are questions that resonate far beyond the act of translation itself, feeding into broader competencies in audience awareness, intercultural communication, and linguistic negotiation. For ELT student-teachers in particular, understanding this dynamic helps frame translation not just as an academic exercise but as a pedagogical strategy—one that must constantly weigh how much to adapt, interpret, or intervene.

Furthermore, Newmark's legacy extends into modern debates on domestication vs. foreignization, as his model prefigures the broader discussion on whether translations should bring the reader to the text (preserving cultural distance) or bring the text to the reader (smoothing over cultural barriers). In this way, his work remains a cornerstone in understanding how translation functions both as textual transmission and cultural mediation. His enduring relevance lies in his ability to articulate the translator's challenge with clarity and precision: how to balance loyalty to the original with responsibility to the new audience.

Ultimately, Peter Newmark's dual framework of semantic and communicative translation deepens our understanding of the art and science of translation. It does not offer prescriptive answers but instead equips translators—novice and professional alike—with

a thoughtful, flexible framework for decision-making. By illuminating the spectrum of possible translational moves, Newmark empowers practitioners to choose with intent, to justify with clarity, and to translate with both rigor and imagination.

2.2.1.3. Contemporary Theories of Translation Equivalence

Contemporary theories of translation equivalence have expanded upon traditional models to incorporate a broader range of functional and contextual considerations. Modern approaches recognize that equivalence is not a static or uniform concept but one that is dynamic and context-sensitive. Scholars such as Gideon Toury and Hans Vermeer have contributed to this evolution by integrating concepts from action theory, communication theory, and cultural theory. For example, Vermeer's Skopos Theory posits that the purpose (skopos) of the translation should guide the translation strategies and methods employed, reflecting the functionalist view that translation serves specific communicative purposes. Similarly, Descriptive Translation Studies (DTS), championed by Toury, focuses on how translations are produced and received within specific cultural and historical contexts rather than adhering to predefined notions of equivalence. These contemporary expansions underscore the importance of adapting translation practices to the multifaceted nature of language and culture, offering a more fine-tuned understanding of how translations bridge linguistic and cultural gaps. These contemporary perspectives not only deepen the understanding of translation equivalence but also pave the way for exploring how functionalist theories further refine these insights, focusing on the purpose-driven aspects of translation practices.

The multifaceted nature of translation extends beyond the traditional focus on written texts, encompassing a diverse range of modalities and temporal configurations. As communication technologies have advanced, the forms and contexts in which translation occurs have proliferated, necessitating a more comprehensive typology that accounts for these variations (Jakobson, 1959/2000; Steiner, 1975). Understanding the different types of translation is crucial for both theoretical analysis and practical application, as the specific constraints and requirements can vary significantly depending on the semiotic composition of the source text and the temporal relationship between the production and reception of the translated output.

One key dimension for categorizing translation is its **semiotic composition**, referring to the combination of sign systems involved in the source text. Texts can be **mono- and isosemiotic**, relying on a single sign system such as speech or writing. Others

are **mono- and diasemiotic**, involving a single sign system but with variation within that system (e.g., different registers of speech). More complex texts are **poly- and isosemiotic**, combining multiple instances of the same sign system (e.g., writing and image in a comic book), or **poly- and diasemiotic**, integrating different sign systems such as speech, image, music, sound effects, and writing in multimodal productions like films or operas. The semiotic complexity of the source text significantly impacts the translation process, requiring the translator to not only transfer linguistic meaning but also to consider the interrelation and potential transformation of other semiotic elements.

Another crucial dimension for categorizing translation is its **time-defined categorization**, which considers the temporal relationship between the source text production and the target text reception. **Synchronous** translation occurs in near real-time with the source text production, as exemplified by simultaneous interpreting or dubbing. **Non-synchronous** translation involves a temporal delay between the source text and the target text, such as written translation or radio interpreting. A further category, **distemporal** translation, involves a significant temporal separation, often across historical periods, as seen in the translation of ancient texts or the adaptation of classic literature for a contemporary audience. This temporal dimension imposes distinct constraints on the translator, affecting factors such as memory load, access to resources, and the need for cultural and linguistic updating. The first table, "Typology of translation," provides a structured overview of these various categories, illustrating the diverse forms that translation can take based on its semiotic composition and temporal characteristics.

Table 1.
A typological table of translation divided between time categories and semiotic categories

Semiotic composition	**Time-defined categorization**		
	Synchronous	**Non-synchronous**	**Distemporal**
Mono- and isosemiotic			
Speech	– – –	*Radio interpreting*	– – –
Writing	– – –	– – –	Written translation
Mono- and diasemiotic			
Speech	– – –	– – –	*Book translation on audiotape*
Writing	– – –	*Interpreting for for the Deaf*	Minutes from a meeting
Poly- and isosemiotic			
Writing+Image	Translation of comic books and advertisements	– – –	– – –
Speech+Image	– – –	*Simultaneous interpreting*	– – –
Speech+Image+Music and Effects	*Dubbing*	*TV voice-over; TV commentary*	*Drama translation (stage performance)*
Poly-and diasemiotic			
Speech+Image+Music and Effects+Writing	*Subtitling*	*Simultaneous subtitling*	– – –

Source: Wiesnerová, 2016

2.2.2. Functionalist Theories of Translation

Functionalism in translation studies is a prominent theoretical framework that underscores the importance of the function and purpose of translation within specific communicative contexts. Prominent scholars such as Katharina Reiss, Hans J. Vermeer, and Christiane Nord have contributed to this theoretical framework, which rejects a uniform approach to translation in favor of a context-sensitive methodology. Functionalism puts forward that translations should be tailored to fulfill specific communicative purposes and functions within the target culture, recognizing that translation strategies may vary depending on the intended use, audience, and cultural context of the text.

One key aspect of functionalist theories is the Skopos theory, introduced by Vermeer. Skopos, a Greek term meaning "purpose" or "aim," posits that the translator's primary task is to fulfill the communicative purpose or function of the target text in the target culture. In other words, the translation process is driven by the intended function of the translated text within its specific context. This theory acknowledges that translations may vary based on their intended use, audience, and cultural setting.

Vermeer's Skopos Theory (1978) provides a foundational framework for understanding the role of purpose in translation, focusing on how the translation's purpose drives the process and shapes its function within the target culture. In contrast, Reiss's *Translation Criticism: The Potentials and Limitations* (2000) delves into the practical applications and theoretical boundaries of functionalist approaches, offering a critical perspective on how these concepts can be effectively utilized in translation evaluation and critique. Reiss offers a critical perspective on how these concepts can be utilized in translation evaluation and critique, enhancing the theoretical framework established by Vermeer.

The purpose and function of a translated text are paramount considerations in translation theory and practice, significantly influencing the translator's strategies and ultimately shaping the final product (Vermeer, 1989). Moving beyond source-text-oriented approaches that prioritize fidelity to the original, functionalist theories, particularly the Skopos theory, emphasize that the primary determinant of a translation is its intended purpose or "Skopos" in the target culture (Reiss & Vermeer, 1984). This perspective highlights that a translation's adequacy is judged by its ability to fulfill its designated function for the target audience, which may differ considerably from the function of the source text in its original context.

The table presented offers a typology of translation based on its intended function, focusing specifically on **documentary translation**. In contrast to instrumental translation, which aims to produce a target text that functions autonomously in the target culture as if it were an original, documentary translation serves to document aspects of the source culture and its communication. The function of such a translation is primarily metatextual; it aims to provide the target culture readership with insights into the source text, its author, and the communicative interaction within the source culture. This documentary function can manifest in various forms, each with a distinct focus and purpose.

The table outlines several forms of documentary translation, including **interlinear translation**, which focuses on the structures of the source language (SL) system and syntax, often used in comparative linguistics. **The literal translation** aims to reproduce the lexical units of the source text, sometimes seen in quotations within news texts. **Philological translation** seeks to reproduce the form and content of the source text, often employed with classical texts to preserve their linguistic and cultural heritage. Finally, **exoticizing translation** aims to reproduce the form, content, and situation of the source text, often used in translating literary prose to convey the foreignness of the original.

Each of these forms prioritizes different aspects of the source text and employs distinct translation strategies to fulfill the overarching documentary function of providing the target audience with a glimpse into the linguistic and cultural characteristics of the source text. Understanding these different functional orientations is crucial for translators and translation scholars alike, as it underscores the fact that translation is not a monolithic activity but rather a goal-oriented process shaped by the intended function of the target text within its specific communicative context.

Moreover, the choice of a specific functional orientation significantly impacts the translator's decision-making process at various levels, from lexical selection and syntactic arrangement to the handling of cultural references and stylistic features. For instance, a translator aiming for a documentary translation might prioritize literal rendering and the preservation of source text-specific elements, even if it results in a less idiomatic or accessible target text for the average reader. Conversely, a translator focusing on a communicative function would prioritize naturalness and readability in the target language, potentially adapting or explaining cultural nuances to ensure effective comprehension by the target audience. Recognizing these diverse functional priorities allows for a more nuanced evaluation of translation quality, moving beyond simplistic notions of accuracy to consider the effectiveness of the translation in fulfilling its intended

communicative purpose within its specific sociocultural context. This understanding also informs translator training and the development of translation tools and resources tailored to different functional requirements.

Table 2.

Translation divided between various academic categories within the example 'Documentary Translation' type.

Function of translation	document of source-culture communicative interaction for target-culture readership			
Function of target text	metatextual function			
Type of translation	**DOCUMENTARY TRANSLATION**			
Form of translation	interlineal translation	literal translation	philological translation	exoticizing translation
Purpose of translation	reproduction of SL system	reproduction of SL form	reproduction of ST form + content	reproduction of ST form, content + situation
Focus of translation process	structures of SL lexis + syntax	lexical units of source text	syntactical units of source text	textual units of source text
Example	comparative linguistics	quotations in news texts	Greek and Latin classics	modern literary prose

Source: Nord, 1997: 48

Furthermore, Reiss contributed to functionalist theories by introducing the concept of text types and the distinction between "documentary" and "instrumental" translations. According to Reiss, different text types demand distinct translation strategies: documentary translations aim to preserve the formal features and stylistic elements of the source text, while instrumental translations prioritize achieving the intended communicative function, even if it requires adapting the form.

Nord, building upon these foundations, introduced the concept of skopos rules, asserting that the translator's decisions should align with the overall purpose of the translation. Skopos rules guide the translator in determining the appropriate level of fidelity to the source text, considering factors such as cultural appropriateness, target audience expectations, and the desired impact of the translation. The functionalist approach thus provides a more flexible and nuanced framework for translating texts in a

way that is sensitive to both linguistic and cultural contexts, echoing the core principles established by Vermeer's Skopos Theory.

2.2.2.1. Vermeer's *Skopos* Theory

Hans J. Vermeer's Skopos theory stands as a foundational pillar within functionalist approaches to translation studies. It encapsulates Vermeer's central tenet that the translation process should be driven by the intended purpose or function of the target text within its specific communicative context. This departure from the traditional equivalence-based models emphasizes the dynamic and context-dependent nature of translation, emphasizing the pivotal role of purpose in shaping translations that are both purposeful and attuned to their specific communicative settings.

At the core of Skopos theory is the notion that every translation has a specific purpose, and the translator's primary responsibility is to fulfill that purpose. Vermeer posits that the intended skopos of a translation can vary widely, including informative, persuasive, entertaining, or performative functions, among others. Consequently, the translation strategy and the level of fidelity to the source text are contingent upon aligning with this intended purpose. Vermeer's Skopos theory also introduces the concept of *loyalty shift*, acknowledging that a translation may prioritize loyalty to the target culture and function over strict adherence to the form and content of the source text. This flexibility in translation strategies allows for more creative and contextually precise adaptation of texts to their intended functions within diverse cultural and communicative contexts.

Furthermore, Skopos theory advocates for transparent communication between the translator and the commissioning party. This negotiation process helps establish a shared understanding of the skopos, guiding the translation process to achieve the desired outcome. The translator, as a language and culture mediator, engages in a negotiation process with the client to establish the skopos, enabling a shared understanding of the desired outcome and guiding the translation process.

Skopos theory, as formulated by Vermeer, marks a fundamental shift in how translation is conceptualized, placing the intended purpose (skopos) of the target text at the forefront. This context-driven framework provides a theoretical foundation for understanding the dynamic nature of translation, emphasizing purposeful, goal-oriented practices to effectively bridge linguistic and cultural divides. Christiane Nord's work, notably *Translating as a Purposeful Activity* (1997) and *Text Analysis in Translation* (1991), builds upon Skopos theory by offering practical guidelines for its application,

thereby enriching the functionalist approach. To further contextualize this perspective, a broader examination of Reiβ and Vermeer's general translation theories is warranted, as they provide a more integrated understanding of translation principles and their practical implementation.

2.2.2.2. Reiß and Vermeer's General Translation Theory

Reiß and Vermeer's General Translation Theory (GTT) constitutes a significant advancement in translation studies, offering a comprehensive and integrative framework. Developed collaboratively, GTT synthesizes various concepts into a unified theoretical structure, expanding upon individual theories. Central to GTT is the Skopos Theory, which posits that the primary determinant of translation strategies is the intended purpose (skopos) of the target text within its specific communicative context.

GTT emphasizes the purposeful nature of translation, highlighting its role in fulfilling the communicative needs of the target culture. The "law of expanding translation" allows for modifications to the source text to align with target cultural norms and expectations, promoting a flexible approach that acknowledges the need for adaptation to diverse audiences.

Furthermore, GTT integrates Reiß's work on text types, providing guidance on selecting appropriate translation strategies based on textual characteristics. Reiß's contributions, particularly in *Translation Criticism: The Potentials and Limitations* (2000), further refine the functionalist perspective by outlining how different text types—such as documentary and instrumental—necessitate distinct translation approaches.

In sum, GTT provides a dynamic and context-sensitive framework that integrates diverse theoretical elements, fostering a nuanced understanding of translation as a goal-oriented and adaptive practice. This emphasis on purpose and context within GTT lays the groundwork for further exploration of how translation operates within specific social and cultural settings. Building on these functionalist principles, the Theory of Translatorial Action offers a complementary perspective, focusing on the translator's role as a mediator actively shaping the communicative interaction between source and target cultures.

2.2.2.3. The Theory of Translatorial Action

Justa Holz-Mänttäri's seminal work, *Translatorisches Handeln - Theorie und Methode* (1984), revolutionizes our understanding of translation by establishing the theory

of translatorial action, presenting translation as an active, dynamic, and goal-oriented process rather than mere linguistic transfer. In this framework, translation is not simply about finding linguistic equivalence but rather about managing and facilitating communication across cultures, languages, and contexts. This framework positions translation as a strategic decision-making process driven by the translator's understanding of the communicative goals and target audience.

Central to Holz-Mänttäri's theory is the recognition that translation involves purposeful decision-making, with the translator acting as a mediator who navigates language, culture, and context. This approach aligns with functionalist perspectives by emphasizing the interplay between form and function and challenges static notions of equivalence.

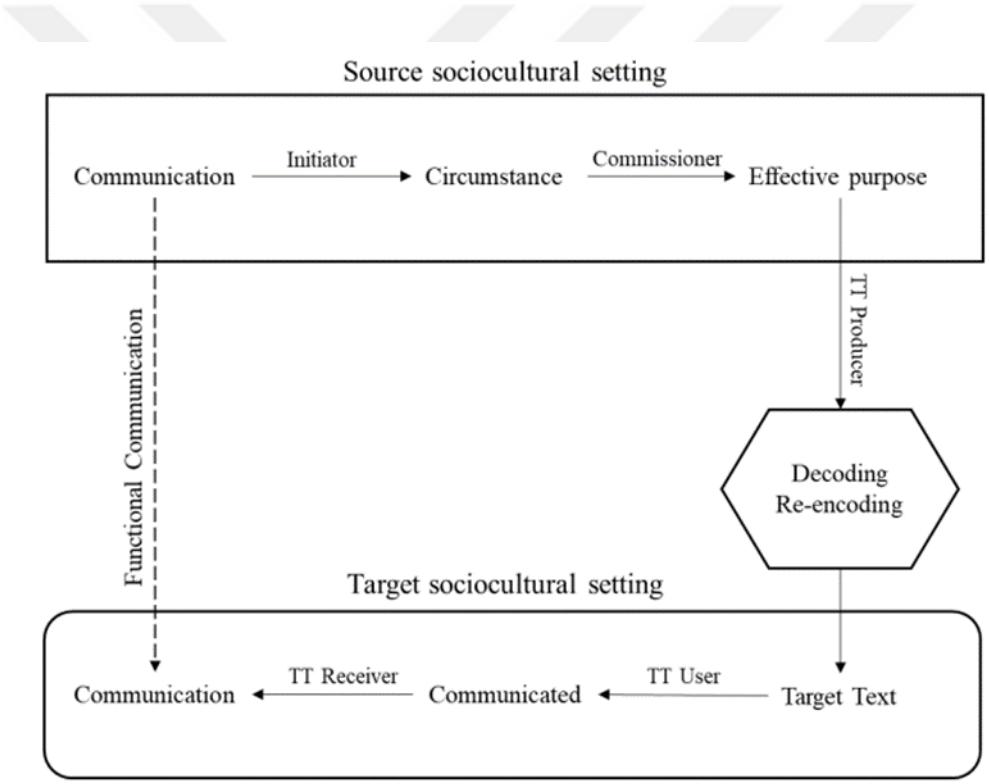

Figure 9. The model of 'Translatorial Action'
Source: Shown in Madayenzadeh (2019)

The provided image illustrates a model of translation within its sociocultural contexts, encompassing both the source and target settings. The upper rectangular box represents the "Source sociocultural setting," where a "Communication" is initiated by an "Initiator" under specific "Circumstances." This communication is directed by a "Commissioner" towards an "Effective purpose." A crucial element within this setting is

the "TT Producer" (Target Text Producer), who receives the initial communication and operates within the source sociocultural context.

The TT Producer then engages in a process of "Decoding" and "Re-encoding," represented by a hexagon, to generate the "Target Text." This process bridges the gap between the source and the "Target sociocultural setting," depicted in the lower rectangular box. The Target Text is received by the "TT Receiver" and ultimately utilized by the "TT User," leading to "Communicated" information within the target sociocultural context. A dashed arrow labeled "Functional Communication" connects the initial "Communication" in the source setting to the final "Communication" in the target setting, highlighting the intended functional equivalence across the translation process.

The model emphasizes that translation is not merely a linguistic transfer but a complex act of communication deeply embedded in sociocultural contexts. The source setting influences the initial communication and the translator's understanding and interpretation during the decoding phase. Subsequently, the target sociocultural setting shapes the re-encoding process, as the translator must consider the norms, conventions, and expectations of the target audience and culture to achieve the intended communicative purpose. The success of the translation, therefore, hinges on the translator's ability to navigate both sociocultural landscapes effectively.

Furthermore, the model highlights the distinct roles involved in the translation process. The Initiator, Commissioner, and Effective purpose define the original communicative act. The TT Producer acts as an intermediary, actively shaping the message for a new audience. Finally, the TT Receiver and TT User engage with the translated text within their own sociocultural framework. The model underscores the dynamic interplay between these roles and the surrounding contexts, demonstrating that translation is a socially situated activity aimed at achieving functional communication across cultural and linguistic boundaries.

Holz-Mänttäri’s theory also addresses the multidimensional nature of translation, requiring the translator to consider not only linguistic differences but also cultural nuances and pragmatic demands. By emphasizing the translator’s role in managing these elements, the theory provides a comprehensive framework for understanding the complexities of the translation process. This approach encourages translators to move beyond traditional linguistic constraints and embrace their role as facilitators of meaning, cultural exchange, and effective communication.

In this context, Holz-Mänttäri's theory of translatorial action advances translation studies by offering a holistic perspective on the translator's role, highlighting the importance of purposeful decision-making and effective mediation between languages and cultures. To build on this functionalist approach, Gideon Toury's work introduces the concept of laws in translation, offering a more systematic understanding of the norms and patterns that govern the translator's decision-making within specific cultural contexts.

2.2.2.4. Gideon Toury's Laws of Translation

Gideon Toury's theoretical framework has had a lasting influence on contemporary translation scholarship, particularly through his establishment of Descriptive Translation Studies (DTS). Rather than prescribing how translations ought to be performed, Toury's approach aims to describe and analyze translation as it occurs in real-life contexts, foregrounding the actual decisions made by translators within specific cultural and linguistic environments. DTS is rooted in the belief that translation must be studied as a socially and historically situated practice shaped by norms, constraints, and systemic pressures that vary across time and space. Within this empirical tradition, Toury articulates several key "laws" that offer valuable insights into the underlying mechanics and motivations governing translation behavior.

At the heart of DTS lies a commitment to understanding translations as products of norm-governed activity rather than isolated linguistic performances. By examining how translators operate within the expectations of both source and target cultures, Toury identifies patterned tendencies that can be observed across a wide range of translation outputs. These patterns, codified in his proposed "laws," allow researchers and practitioners to explore the dynamic tensions between fidelity and fluency, innovation and convention, foreignness and familiarity.

Toury's Law of Interference is perhaps the most intuitive of his propositions. This principle posits that translated texts often retain traces of the source language's structural and lexical features—whether consciously or not. Interference may manifest in syntactic constructions, word order, collocations, or stylistic preferences that reflect the influence of the source text. While this tendency does not necessarily compromise communicative clarity, it does highlight the translator's negotiation between preserving the integrity of the original and producing a fluent target-language text. Toury suggests that the degree of interference is closely tied to the translator's orientation—whether they prioritize source-language fidelity or target-language naturalness.

Complementing this is Toury's Law of Normalization, which emphasizes the translator's impulse to adapt the text in accordance with the conventions and expectations of the target culture. Normalization may involve the smoothing out of unconventional phrasing, the clarification of ambiguous structures, or the substitution of culturally unfamiliar expressions with more accessible equivalents. In this process, the translation tends to align with dominant norms of linguistic correctness, stylistic cohesion, and cultural acceptability, thereby increasing its readability and acceptability among target readers. The law underscores the translator's mediating role, not simply as a linguistic conveyor but as a cultural and textual negotiator.

Toury's Law of Cultural Shifts adds yet another dimension to the descriptive model by focusing on how culturally embedded elements are adjusted or recontextualized in translation. References to customs, idioms, institutions, or symbolic imagery from the source culture may be replaced with culturally analogous elements, omitted, or reformulated to ensure relevance and resonance in the target context. These shifts are not merely cosmetic; they are strategic interventions aimed at achieving functional equivalence and communicative clarity. In this sense, the law highlights the translator's responsibility not only to transfer meaning but also to mediate between distinct worldviews.

Collectively, these three laws underscore the dynamic, context-sensitive, and norm-regulated nature of translation. Rather than conceptualizing translation as a static act of linguistic substitution, Toury presents it as a socially embedded practice shaped by institutionalized expectations and cultural imperatives. For scholars and practitioners alike, this framework offers a powerful lens through which to understand the ideological, cognitive, and pragmatic forces that shape translated texts.

In the context of English Language Teaching (ELT), Toury's model provides valuable pedagogical insights. Student-teachers can benefit from a deeper awareness of how translation is shaped by interference from the source language, the pull toward normalization, and the necessity of negotiating cultural shifts. These principles can foster a more critical and reflective translation practice, allowing ELT students to make informed decisions that balance linguistic fidelity with communicative effectiveness. Informed by Toury's work, translation training in ELT programs can move beyond rigid notions of right and wrong and instead cultivate nuanced strategies for cross-cultural mediation.

Furthermore, the inclusion of Toury's Law of Interlinear Translation complements his broader theoretical architecture by focusing on the phenomenon of literalism in

translation. Interlinear translations—texts that adhere closely to the structure and phrasing of the source language—highlight the challenges of maintaining formal equivalence while risking intelligibility and naturalness in the target language. This law further illustrates the translator's constant negotiation between formal accuracy and functional clarity, especially in pedagogical or training contexts where exposure to the structure of the source text is a learning goal in itself.

Taken collectively, Toury's laws offer a compelling descriptive framework that moves beyond simplistic dichotomies of "good" versus "bad" translation. Rather than evaluating translations through prescriptive judgments, this approach encourages educators, learners, and researchers to examine how translations operate within complex, real-world contexts—contexts shaped by powerful yet often unseen forces such as cultural norms, institutional expectations, and systemic constraints. For student-teachers in English Language Teaching (ELT), Toury's framework serves not only as a theoretical foundation but also as a practical guide for developing the interpretive skills necessary for effective bilingual mediation. It fosters a heightened awareness of the linguistic and cultural variables that influence translation choices and equips future educators with the analytical tools and confidence required to navigate these challenges with both sensitivity and professional competence.

2.2.2.5. Law of Interlinear Translation:

Gideon Toury's Law of Interlinear Translation serves as a powerful lens through which the literal tendencies of certain translation practices can be critically examined. Rooted in his descriptive translation studies (DTS) paradigm, this principle identifies a recurring trend in translated texts: the tendency to mirror the lexical choices and syntactic structures of the source text with high fidelity. Unlike prescriptive models that focus on what translations ought to do, Toury's approach emphasizes what translators actually do in real-world practice, offering a more empirical and culturally embedded understanding of translational behavior. The law is most visibly exemplified in interlinear translations, in which the target language is rendered line-by-line beneath the source text, preserving a close one-to-one correspondence of form. These renderings tend to favor structural and grammatical transparency over idiomatic fluency, thereby sacrificing naturalness in the target language to maintain a precise visual and grammatical parallelism with the original.

This emphasis on formal fidelity makes interlinear translation especially useful in contexts where exact comparison between source and target is pedagogically or

analytically valuable—such as in linguistic analysis, comparative literature, or historical philology. In such settings, the primary objective is not to produce a fluid or reader-friendly translation but rather to expose the linguistic architecture of the source text. However, when applied outside of these specialized domains, the interlinear tendency can become problematic. The resulting translations often read as stilted, awkward, or unnatural in the target language, leading to a diminished communicative effect. This reveals the central tension embedded in Toury's law: while such translations may offer transparency of form, they frequently do so at the expense of cultural and linguistic adaptability—two core tenets of effective cross-linguistic communication.

Toury's insight into this phenomenon is not merely descriptive; it opens the door to critical reflection on how translators internalize norms and expectations. His model suggests that translation is not an autonomous act but one governed by systemic pressures—influenced by the literary, cultural, and ideological contexts within which it operates. In settings where the source text or culture holds high prestige or authority, translators may feel compelled to reproduce its formal features more rigidly, leading to normative constraints that inhibit creative or adaptive translation strategies. In this light, the Law of Interlinear Translation functions as a diagnostic tool, revealing the often-unconscious patterns of allegiance to the source text's form that persist even when communicative clarity might suffer as a result.

This law also invites reflection on the pedagogical implications of how translation is taught and practiced, especially in pre-service language education. For ELT student-teachers, exposure to interlinear-style translation—while valuable for contrastive grammar analysis—must be balanced with instruction that fosters communicative adaptability, audience awareness, and pragmatic appropriateness. If uncritically applied, interlinear tendencies can inadvertently reinforce a rigid, word-for-word mindset that limits learners' ability to think contextually and flexibly about meaning transfer. Therefore, while the method may serve particular instructional or analytical goals, its widespread application without critical framing may inadvertently undermine fluency and cultural resonance in learner-generated translations.

Toury's broader theoretical contributions, especially his integration into Itamar Even-Zohar's Polysystem Theory, further contextualize the Law of Interlinear Translation within a dynamic, sociocultural framework. Polysystem Theory posits that translated literature operates within a network of competing systems—literary, ideological, educational, and institutional—which influence the position and function of translation at

any given moment. From this perspective, the prevalence of interlinear tendencies may reflect not just translator preference or tradition, but systemic cultural hierarchies wherein source-language norms dominate target-language conventions. In cultures or disciplines where the source text is canonized or idealized, translations may skew toward literalism as a means of preserving symbolic authority, even at the cost of communicative functionality.

In sum, Toury's Law of Interlinear Translation offers a nuanced, empirically grounded critique of translation practices that prioritize form over function. It reveals the subtle interplay between linguistic fidelity and communicative adequacy and urges translators, educators, and scholars alike to reflect on when and why such literal tendencies emerge. When framed within the larger theoretical context of Polysystem Theory, the law not only describes a recurrent pattern but also encourages a deeper examination of the socio-cultural forces that shape translational behavior. For contemporary translation pedagogy, especially within ELT contexts, the law serves as a reminder that effective translation is not merely about replicating structure—it is about making intentional, context-sensitive choices that honor both linguistic precision and audience engagement.

2.2.2.6. The Polysystem Theory

Polysystem Theory, introduced by Itamar Even-Zohar, represents one of the foundational shifts in translation studies toward understanding translation not as an isolated textual operation, but as a culturally embedded and systemically influenced activity. At its core, the theory proposes that any given culture's literary landscape is not monolithic, but rather composed of multiple interacting subsystems—including original literature, canonized works, marginal genres, and translated literature. These subsystems function in dynamic relation to one another, continually negotiating their positions within the overall literary "polysystem." Within this framework, translation is reconceived not as a subordinate or secondary activity, but as a central force capable of introducing innovation and transformation. Even-Zohar asserts that translations can challenge dominant literary norms, introduce unfamiliar stylistic or thematic elements, and stimulate the evolution of the target culture's literary system.

One of the most compelling aspects of Polysystem Theory lies in its depiction of translation's fluid positionality within a cultural hierarchy. In certain historical moments—especially in young or developing literary systems—translated texts may occupy a central position, shaping linguistic standards, narrative structures, and even

ideological direction. In such contexts, translation becomes a primary channel of literary creativity and renewal, influencing what is written, how it is written, and how it is received. In more established or canonically rigid systems, however, translation may remain peripheral, valued more for its referential function than for its aesthetic contribution. Nevertheless, Even-Zohar emphasizes that this positioning is never fixed but responsive to shifts in cultural, political, and literary currents. This fluidity grants translation a reciprocal agency: it both reflects existing norms and possesses the potential to alter them.

Importantly, Polysystem Theory reorients the discussion of translation from an evaluative focus—judging accuracy or fidelity—to a descriptive and contextualized approach. It invites scholars to explore how translations function within cultural systems and how they participate in broader processes of literary development, canon formation, and cultural exchange. For instance, translated works might act as vehicles for ideological transfer, linguistic experimentation, or generic innovation, depending on their systemic location and the needs of the receiving culture. This situational positioning makes translation not merely an act of reproduction but an act of reconfiguration—often redefining what counts as literature, who gets read, and how narratives are structured or politicized.

From a pedagogical perspective, Polysystem Theory offers invaluable insights for both translation educators and student-teachers, particularly in understanding how translations can carry socio-literary weight beyond their linguistic function. For Turkish ELT student-teachers, this framework underscores that translation is not just a means of practicing language skills but a form of cultural participation. It encourages future educators to approach translation not only as a comparative linguistic activity but also as a critical literacy practice in which students are trained to consider the historical, political, and literary systems into which texts are received and interpreted. Such awareness is vital in an increasingly globalized world where language education often serves as a bridge between disparate textual traditions and evolving cultural identities.

Building upon Polysystem Theory's system-oriented view of translation, Mona Baker's concept of translation universals provides a complementary micro-level perspective that sheds light on the recurring patterns and cognitive tendencies translators may exhibit across a wide variety of texts and contexts. Baker posits that certain features—such as explicitation, simplification, normalization, and conservatism—appear with notable regularity across translations, regardless of language pair or genre. These so-called

universals of translation are not prescriptive norms but rather empirically observed tendencies that may arise due to the cognitive, textual, and cultural pressures unique to the act of translation. When viewed alongside Polysystem Theory, these universals help explain not just how translations function within systems but also why certain patterns of decision-making persist, even when translators work independently or across dissimilar cultural environments.

The pairing of these two frameworks—Polysystem Theory's macro-level cultural analysis and Baker's micro-level textual insight—offers a multidimensional approach to understanding the nature of translation. Together, they foreground both the external influences and internal mechanisms that shape translation practices and outcomes. For researchers, this dual lens allows for a deeper investigation into the tension between systemic positioning and translator agency. For educators and pre-service teachers, it reinforces the idea that effective translation requires both contextual awareness and strategic reflection, encouraging learners to balance structural fidelity with communicative clarity and cultural loyalty with pedagogical accessibility.

2.2.2.7. Mona Baker's Universals of Translation

Among the most influential voices in contemporary translation studies, Mona Baker has contributed significantly to our understanding of how translations tend to operate across languages, cultures, and genres. Central to her work is the concept of translation universals—recurring patterns or tendencies that appear in translated texts regardless of language pair or text type. These universals do not stem from linguistic rules or source-text mandates but instead emerge as cognitive and strategic tendencies shaped by the translator's context, constraints, and communicative priorities. Far from diminishing the status of translated texts, Baker's exploration of these universals provides a window into the distinctive nature of translated language, shedding light on how translators manage meaning, readability, and cultural transfer under real-world pressures.

One of the most widely discussed universals in Baker's framework is *explicitation*—the observed tendency for translators to make implicit meanings in the source text more explicit in the target version. This often takes the form of added clarification, elaboration, or specification that wasn't strictly present in the original. Rather than being viewed as distortion, explicitation is seen as a strategic adjustment that enhances comprehensibility for target readers, especially when dealing with culturally embedded concepts, ambiguous references, or stylistic subtleties that may not transfer

directly. In this way, explicitation reflects the translator's role as a mediator, navigating linguistic and cultural distance in order to preserve the communicative intent of the original, even if it requires additional scaffolding.

Closely aligned with this is the universal of normalization, which refers to the translator's tendency to adapt the text so that it conforms more closely to the conventions and expectations of the target language and culture. This might include replacing unusual phrasings with more idiomatic equivalents, smoothing out stylistic irregularities, or adapting discourse structures to align with target norms. In literary contexts, normalization may involve rendering complex or archaic language into a more modern and accessible register; in technical or instructional settings, it might manifest in the preference for consistent, familiar terminology. While this process can reduce the stylistic uniqueness of the original, it enables the translated text to feel natural and fluent to the target audience—an essential concern in translation that prioritizes usability and impact over structural preservation.

A third recurrent tendency, simplification, builds on this idea by highlighting the inclination to reduce linguistic or conceptual complexity in the translated text. Whether through shorter sentences, reduced lexical variety, or the omission of culturally dense references, simplification often arises from the translator's anticipation of audience difficulty. Far from being a shortcoming, it reflects a form of pragmatic pedagogy—a way of ensuring accessibility, particularly in genres like educational materials, user manuals, or children's literature. In these cases, simplification helps support reader engagement and comprehension, especially for audiences with varying levels of linguistic proficiency or subject familiarity. While some critics argue that simplification risks underestimating readers or diluting nuance, Baker's framework suggests that it is often a necessary trade-off in favor of effective transmission of meaning.

Complementing these processes are what Baker terms shifts in information structure—reconfigurations of how information is organized and emphasized in the target text. These shifts are rarely arbitrary; rather, they stem from the differing ways in which languages encode salience, coherence, and logical flow. What may be foregrounded in one language might require reordering or rephrasing to preserve clarity in another. These shifts underline the translator's active engagement in re-structuring discourse to suit the communicative logic of the target language, ensuring that the translation is not only accurate but also readable and rhetorically effective.

Lastly, Baker identifies the universal of substitution, which involves replacing culturally specific or linguistically marked elements in the source text with more accessible or contextually appropriate alternatives in the target language. This might include substituting idioms, references, humor, or socio-cultural markers with equivalents that better resonate with the target audience's worldview or linguistic repertoire. Substitution reflects the translator's intercultural sensitivity and their ability to maintain equivalence at the level of impact rather than form. It also reminds us that translation is not merely about lexical matching but about cultural negotiation—a process where fidelity must be weighed against relevance.

Together, these universals—explicitation, normalization, simplification, shifts in information structure, and substitution—do not operate as rigid laws but as discursive tendencies that offer insight into the pressures and strategies inherent in translation practice. They allow scholars and practitioners to move beyond binary notions of "good" and "bad" translation and instead observe the internal logic of translation as a communicative act under constraint. For educators and curriculum designers, these insights can be especially valuable. They illuminate how student translators and future language teachers may instinctively lean toward certain strategies and how these tendencies can be discussed, refined, and ethically applied in the classroom.

With these foundational translation theories in view, it becomes increasingly important to examine how such insights are translated into pedagogical practice. The next chapter of inquiry lies in exploring how these theoretical constructs—whether systemic, cognitive, or strategic—inform language teaching methodologies, especially within the context of Turkish ELT programs. Here, the goal is not only to understand how translation is performed but to ask how it is taught, situated, and experienced in the training of language educators. This shift in focus—from theory to praxis—opens a space for investigating the pedagogical affordances of translation and the ways in which foundational principles like those offered by Baker can enrich both the teaching and learning of language in culturally dynamic classrooms.

2.3. Translation in Language Teaching Programs

Within the evolving landscape of language teaching programs in Türkiye, the role of translation is gaining renewed attention as a critical pedagogical tool that transcends its traditional role as a mere linguistic exercise. In a context where multilingualism, cultural complexity, and educational reform intersect, translation emerges as a gateway

to intercultural competence, facilitating not only the development of linguistic skills but also the capacity to engage with meaning across cultural boundaries. As such, its integration into English Language Teaching (ELT) programs must be viewed not only as a curricular component but as a reflective space where learners and educators navigate the intersection of language, identity, and pedagogy. This study, focusing specifically on Çukurova and Mersin Universities, situates translation at the heart of language instruction, asking not only whether translation is used but also how it is conceptualized, implemented, and experienced within teacher education frameworks.

The research thus aims to explore the specific methodologies, instructional strategies, and curricular design approaches employed in incorporating translation into ELT programs. Attention is paid to how translation is framed within course materials, classroom practices, and assessment strategies—whether it is treated as a form of linguistic analysis, a communication tool, or a culturally situated act of interpretation. Equally important is the exploration of how educators and student-teachers perceive the role of translation, including its potential benefits—such as enhancing vocabulary retention, cultural awareness, and metalinguistic reflection—as well as its challenges, such as the risk of overreliance or misapplication. By contextualizing these pedagogical practices within the sociocultural fabric of Türkiye, the study acknowledges that translation is not a neutral activity; it is shaped by educational traditions, cultural expectations, and shifting global discourses around language learning. In synthesizing these perspectives, the research seeks to offer a grounded understanding of how translation operates within Turkish ELT programs—not only as a practical classroom tool, but as a reflection of broader tensions and possibilities in language education.

2.3.1. The historical evolution of translation in programs determined by YOK in universities (Council of Higher Education)

The role of translation in language teaching programs, as delineated by the Turkish Council of Higher Education (YOK), holds significant implications for the educational landscape in Türkiye. YOK plays a pivotal role in shaping the academic structure and content of language programs, influencing the methodologies and approaches employed in teaching translation within these programs. The directives set by YOK provide a framework within which universities formulate their language curricula, underscoring the importance of translation as a pedagogical tool. This study delves into the intricacies of how YOK's guidelines impact the inclusion and prominence of translation in English

Language Teaching (ELT) programs at institutions such as Çukurova and Mersin University. The research seeks to discern the specific criteria and expectations laid out by YOK regarding the integration of translation into language education. Furthermore, it explores the adaptability of these programs to the evolving landscape of translation theories and pedagogies. Understanding the dynamics of YOK's influence on translation in language programs is crucial for comprehending how ELT students navigate the prescribed educational framework, shedding light on the intersection between institutional guidelines and the practical application of translation methodologies.

According to Akalın & Gündoğdu (2010), institutional translation education at the university level in Türkiye started in the 1983-84 academic year with the opening of English Translation and Interpreting departments at Boğaziçi and Hacettepe universities, followed by Yıldız Technical University, Istanbul University, Bilkent University, and Mersin University multi-language Translation departments. Hönig (1992, p. 69) asserts that translation is not merely learned through practice but through the application of methodological knowledge, recommending that educational institutions develop methods with practical value. Arguably, translational methods should not only be grounded in theoretical rigor but also be adaptable to diverse socio-cultural contexts, ensuring their practical efficacy in facilitating communication across linguistic and cultural boundaries. Hönig's assertion aligns with Kachru's (1992) perspective, advocating for a recognition of the varied linguistic dynamics and cultural nuances, prompting the need for diverse translational approaches to effectively address the complexities inherent in language acquisition within such a multi-faceted and multicultural context. (see: Uysal et al., 2007; Kahraman, A., 2012; Kırkgöz, Y., 2007; Doğançay-Aktuna, S. & Kızıltepe, Z. 2005).

Çetin, Ünsal & Hekimoğlu (2021) and Çelik & Kasap (2019) share the history of teacher-training institutions in Türkiye in their respective studies. In 1982, all institutions responsible for training teachers were placed under the Higher Education Council (YÖK). Teacher training institutions, encompassing both the formerly two-year vocational schools and education high schools, along with the previously three-year teacher training institutes, underwent a consolidation process that extended their educational duration to four years, culminating in their integration under the unified structure of education faculties. (Abazaoğlu, Yıldırım, Yıldızhan, 2016; Ergün, 1987). While the program changes in 1997, 2006, and 2009 primarily focused on programs training teachers for primary education, the changes in 2018 encompassed all undergraduate programs that

train prospective teachers (Yurdakal, 2018). Translation education underwent changes as well, according to the developmental shifts in university programs.

Educational programs in Turkish English Language Teaching, under the guidance of the Council of Higher Education (YOK), have evolved over the years, meticulously shaping the essence of translation lessons by integrating foundational principles, exploring diverse text genres, and reflecting a rich history of adapting to the dynamic landscape of language education. Over the span of several academic years in the Turkish English Language Teaching (ELT) programs, a noteworthy evolution in curriculum design is evident. Beginning in the 1983-84 academic year, the English Language Teaching Program within the Faculty of Education initiated a groundbreaking approach, dedicating a significant portion of the curriculum across four years to translation courses. These courses, totaling 16 hours in English to Turkish translation and 12 hours in Turkish to English translation, laid a foundational emphasis on developing language proficiency and translation skills.

In subsequent years, the 1998-99 academic year witnessed a strategic refinement as specific translation courses were introduced in the 3rd and 4th years, concentrating on English to Turkish and Turkish to English translation, respectively. The curriculum continued to evolve in the 2006-07 academic year, incorporating Turkish-English and English-Turkish Translation courses that not only delved into fundamental theories but also emphasized practical applications, error analysis, and critical evaluation of various translations. This trajectory of development reached its current state in the 2023-24 academic year, where the translation course not only dedicates 3 hours in the 4th year 7th semester but also emphasizes the translation of diverse text genres. The course aims to foster awareness of linguistic structures cultural nuances, and aligning translation approaches with different text types, highlighting the enduring commitment to providing comprehensive education in translation and language proficiency within the ELT programs.

2.3.2. Evolution of translation in Turkish ELT curricula

The evolution of translation within English Language Teaching (ELT) curricula reflects significant shifts in language education paradigms, particularly in response to the changing needs of students and the demands of a globalized world. In the Turkish context, where English is taught as a foreign language, the role of translation in ELT curricula has undergone considerable transformation. Historically, translation was a cornerstone of

ELT, primarily through the Grammar-Translation Method, which focused on translating classical texts and drilling grammar rules. This approach, while effective in instilling a strong foundation in grammar, often failed to develop students' communicative skills, which are crucial for real-world language use.

Over time, the limitations of the Grammar-Translation Method became apparent, leading to a gradual shift in ELT curricula towards more communicative and learner-centered approaches. This shift was influenced by broader educational reforms in Türkiye, particularly those initiated by the Turkish Council of Higher Education (YÖK), which aimed to modernize the country's higher education system and align it with international standards. As part of these reforms, ELT curricula in Turkish universities began to place greater emphasis on developing students' speaking, listening, and writing skills, often at the expense of translation. However, this move away from translation was not without its drawbacks, as it led to a decreased focus on the critical analytical skills that translation exercises can foster.

The evolution of academic programs in English Language Teaching (ELT) reflects ongoing developments in pedagogical theories, research findings, and the changing needs of both learners and the profession (Richards & Rodgers, 2014). Curriculum revisions are often undertaken to enhance the effectiveness of teacher training, align program content with contemporary best practices, and equip future educators with the necessary knowledge and skills for a dynamic and evolving educational landscape (Nation & Macalister, 2010). Comparative analyses of curriculum changes over time can provide valuable insights into the shifting priorities and pedagogical orientations within the field of ELT.

The third table presented offers a comparative overview of modified courses within an ELT program, contrasting the curriculum of the 1998 ELTEP (presumably English Language Teacher Education Program) with that of the 2006 ELTEP. This comparison highlights specific changes in course offerings and, as indicated in the top left section, alterations in class hour allocations for certain key skills-based courses. Notably, "Research Skills" experienced a reduction in class hours and a shift in its placement within the program, potentially reflecting a revised emphasis or integration strategy. Conversely, "Teaching English to Young Learners" saw an increase in class hours and a redistribution across different academic terms, suggesting a heightened focus on this specialized area within ELT.

The "Modified Courses" section further reveals specific additions, removals, and revisions in the core curriculum. Several courses from the 1998 program, such as "English Grammar I, II," "Advanced Reading Skills," "Advanced Writing Skills," and "Speaking Skills I, II," appear to have been reconceptualized or replaced by courses with slightly different titles and potentially updated content in the 2006 program, including "Contextual Grammar I, II," "Advanced Reading and Writing I, II," and "Oral Communication Skills I, II, Public Speech." The introduction of courses like "Introduction to Educational Sciences," "Educational Psychology," "Testing and Evaluation," and "Literature and Language Teaching I, II" in the 2006 curriculum suggests a broadening of the program's scope to include more explicit grounding in educational theory, psychological principles relevant to learning, and assessment practices, as well as an integrated approach to literature and language pedagogy. Conversely, the more specific "Short Story Analysis and Teaching," "Novel Analysis and Teaching," "Drama Analysis and Teaching," and "Poetry Analysis and Teaching" courses from 1998 seem to have been consolidated or integrated within the "Literature and Language Teaching" offerings in the revised curriculum. This comparative snapshot underscores the dynamic nature of ELT program development, reflecting an ongoing effort to refine and adapt teacher education in response to evolving understandings of language learning and teaching.

Table 3

An example comparison between the 1998 and 2006 academic program changes in terms of modified courses in ELT

Class hour changes	1.Research Skills (from 3 class hours from 6th term to 2 class hours to 4th term) 2.Teaching English to Young Learners (from 3 class hours from 6th term to 4 class hours to 5th and 6th terms	
Modified Courses	**1998 ELTEP**	**2006 ELTEP**
	1. English Grammar I, II 2. Advanced Reading Skills 3. Advanced Writing Skills 3. Speaking Skills I, II 4. Introduction to Teaching 5. Introduction to English Literature I, II 6. Development and Learning 7. Introduction to Linguistics I, II 8. Approaches in ELT 9. Planning and Evaluation 10. Teaching English to Young Learners 11. Short Story Analysis and Teaching Novel Analysis and Teaching Drama Analysis and Teaching Poetry Analysis and Teaching	1. Contextual Grammar I, II 2. Advanced Reading and Writing I, II 3. Oral Communication Skills I, II Public Speech 4. Introduction to Educational Sciences 5. English Literature I, II 6. Educational Psychology 7. Linguistics I, II 8. Approaches in ELT I, II 9. Testing and Evaluation 10.Teaching English to Young Learners I, II 11. Literature and Language Teaching I, II

Source: Yavuz & Zehir Topkaya, 2013

In recent years, there has been a renewed interest in the role of translation within ELT curricula, driven by the recognition of its value in developing not only linguistic competence but also intercultural awareness. In Türkiye, where cultural diversity and bilingualism are significant aspects of the educational landscape, translation offers a unique opportunity to bridge the gap between language learning and cultural understanding. Contemporary ELT curricula in Turkish universities have started to re-integrate translation exercises that emphasize both linguistic accuracy and cultural sensitivity, ensuring that students are equipped to handle the complexities of cross-cultural communication.

This renewed focus on translation within ELT curricula is also a response to the increasing importance of English in global communication. As Türkiye continues to engage more deeply with the international community, the ability to translate effectively between Turkish and English becomes a critical skill for many professionals. ELT programs that include translation as a key component of the curriculum help students develop the skills necessary to navigate multilingual environments, where accurate and culturally appropriate translation is often essential. By incorporating translation into the

curriculum, Turkish universities are preparing their students not only to be proficient in English but also to be effective communicators in a globalized world.

Moreover, the evolution of translation in ELT curricula reflects broader trends in language education research, which increasingly recognize the importance of integrating translation as a pedagogical tool. Studies conducted by scholars such as Guy Cook and Lawrence Venuti have highlighted the benefits of using translation to enhance language learning, particularly in contexts where students are learning English as a foreign language. In Türkiye, where the educational system is continuously adapting to meet the needs of a diverse student population, these research findings have informed the development of ELT curricula that balance communicative language teaching with the analytical rigor of translation exercises. This balanced approach ensures that Turkish ELT students are not only capable of using English in practical settings but also possess the critical thinking skills necessary to engage with complex texts and cultural concepts.

Finally, the ongoing evolution of translation in ELT curricula is indicative of the dynamic nature of language education in Türkiye. As the country continues to modernize its educational system, there is a growing recognition of the need to equip students with a comprehensive set of language skills that includes translation. By integrating translation into ELT curricula, Turkish universities are responding to the demands of a globalized world, where multilingualism and cultural competence are increasingly important. This evolution not only enhances the quality of ELT education in Türkiye but also contributes to the development of a more culturally aware and globally connected student body.

2.3.3. Students' Perspective on Translation in Foreign Language Exams

In recent years, the role of translation in foreign language exams has become a subject of considerable debate, particularly from the perspective of Turkish students. As individuals navigating the challenges of language acquisition, students in Türkiye find themselves grappling with the intricate task of translating between their native language, Turkish, and the target foreign language. Translation practices are included in the curriculum of university language education or philology (the historical study of language) departments in the form of "Turkish-German / German-Turkish Translation" or "English-Turkish / Turkish-English" Translation … because translation as an "activity", has been evaluated as a tool in language teaching (See. Ehnert & Schleyer 1987; Grotjahn & Klevinghaus 1975; Königs 1994, 2000, pp.). Turkish students are expected to not just master their own language and its communicative norms when

dealing with classroom students, but also the foreign language (s) and its interlocutory norms to relay the message to the students without interruption. Gündoğdu (2004, p.99) explains that within the conceptual framework, "what has been written about translation and efforts to create translatorial theories have led to increased interest in translation both in theory and in practice".

In 2013, the Student Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi, OSYM) announced a change-up in its administration of language proficiency tests. Prior to 2013, OSYM oversaw two distinct language examinations: the Foreign Language Examination for Civil Servants (Kamu Personeli Yabancı Dil Seviye Tespit Sınavı, KPDS) and the Inter-University Foreign Language Examination (Üniversitelerarası Kurul Yabancı Dil Sınavı, UDS). However, the 2013 press release indicated the discontinuation of both KPDS and UDS, with OSYM focusing solely on the administration of the Foreign Language Examination (YDS) to assess the English language proficiency levels of test takers.

The YDS, primarily taken by civil servants, military officers, academics, and graduate students, is conducted twice a year in spring and autumn. The spring test is offered in more than twenty languages, including Chinese, English, and French, among others. Conversely, the autumn test is limited to Arabic, English, French, German, and Russian. The examination format varies based on the language, with some, such as Arabic, Bulgarian, English, French, Greek, German, Italian, Persian, Russian, and Spanish, employing a multiple-choice format comprising 80 questions covering vocabulary, grammar, translation, and reading comprehension. In contrast, languages like Armenian, Chinese, Danish, Greek, Japanese, and Korean are assessed solely through language translation between Turkish and the chosen language, evaluated by an academic jury at OSYM.

The dual format may be attributed to technical considerations, addressing practicality and reliability concerns during test development and application, depending on the number of test takers. In both formats, test takers are allocated two and a half hours (150 minutes) for completion. In the multiple-choice test, correct answers earn 1.25 points each, and proficiency levels are determined based on a scale ranging from zero to one hundred.

The current YDS test conducted in English assesses proficiency in the English language through various sections, including fill-in-the-blanks, cloze tests, sentence completion, translation, reading comprehension, dialogue completion,

paraphrasing/restatement, paragraph completion, and identifying irrelevant sentences. According to the OSYM handbook, YDS-English adopts British English usage, and questions are sourced from inner-circle countries where English is an official and native language, such as the USA, the UK, and Canada (OSYM, 2016; Kachru, 1992).

Among the limited number of studies concerning Turkish students' perspective on featuring translation in foreign language exams, Polat (2020) looks into the effects of foreign language multiple-choice format exams YDS and YOKDIL on test takers' language learning methods, habits and attitudes. The study groups the results of the interviews with 43 academicians working in three state universities in Eskişehir, Türkiye, into two categories: a) Reading and translation, b) Writing and speaking skills. A majority of the academicians (27) said the exams had negative washback effects, while only 16 academicians said the effects of YDS and YOKDIL on translation and reading skills were positive. Polat refers to further studies on the subject of washback effects of high-stakes tests on language learners' motivation and their desire(s) in language learning and argues that these tests have ''mostly negative'' impacts on language learning. Similarly, Külekçi (2016) examined the washback effects of YDS and concluded that the test mainly focuses on 'grammatical and textual' more than 'pragmatic' knowledge. Finally, Toksöz & Kılıçkaya (2017) conducted a literature review covering the journal articles on washback in language testing in Türkiye from 2010 to 2017. The review covers different kinds of language exams and presents findings from multiple studies. The studies reviewed were divided into two categories: a) Washback effects of high-stakes exams and b) State and private schools in Türkiye. According to the study, it could be inferred that exams at both the national level and the state and private school levels place elevated focus on certain recognition/receptive skills more so than productive skills.

In conclusion, an imbalanced emphasis on receptive skills at the expense of productive skills **exerts a detrimental impact** on the realm of translation. Prioritizing listening, reading, and interpretation over expressive abilities neglects the crucial role of actively producing coherent and culturally resonant target language renditions. This skewed focus may result in translators struggling to convey the intended nuances, cultural subtleties, and contextual meanings effectively. Without a well-rounded proficiency that includes strong, productive skills, translators risk producing translations that lack the richness and accuracy required for faithful representation. A deficiency in productive skills undermines the translator's ability to not only understand but also eloquently

express the complexities of the source material, ultimately compromising the quality and authenticity of the translated content. **As Roberts-Smith (1989:71) has observed,**

Untrained interpreters, far from facilitating communication, can cause many problems. Their language skills may be deficient; they may not have the necessary appreciation of relevant cross-cultural differences … not have interpreting skills (as opposed to conversational abilities); their choice of words may be imprecise and consequently misleading, and they may have a tendency to flavor the interpretation with their own views and perception of the facts.

2.3.3.1. The Role of Translation in Teacher Qualification and Assessment

The role of translation in language pedagogy has been a subject of ongoing debate, influenced by evolving linguistic theories, teaching methodologies, and educational policies. While grammar-translation methods once dominated foreign language instruction, contemporary ELT approaches, particularly Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have often minimized or excluded translation in favor of immersive, monolingual environments (Cook, 2010; Hall & Cook, 2012). However, recent research and pedagogical frameworks suggest a re-evaluation of translation's potential as a scaffolding mechanism, especially in EFL contexts where learners have limited exposure to the target language (Cummins, 2007; Levine, 2011).

This re-emerging interest in translation stems from a growing recognition of its cognitive benefits, such as enhancing metalinguistic awareness, fostering a deeper understanding of grammatical structures and lexical nuances in both the L1 and L2 and developing strategic competence in bridging linguistic and conceptual gaps. Furthermore, in many EFL contexts, learners naturally resort to their L1 as a cognitive tool for comprehension and production, making the explicit and principled integration of translation tasks a potentially more ecologically valid and learner-centered approach than strict adherence to monolingual instruction. By strategically incorporating translation activities, educators can leverage learners' existing linguistic resources to facilitate language acquisition, promote cross-linguistic transfer, and develop valuable bilingual and intercultural competencies.

Moreover, the integration of translation in ELT can extend beyond traditional grammar exercises or vocabulary memorization. Creative translation tasks, such as translating authentic materials like songs, poems, or short stories, can engage learners on

a deeper cognitive and affective level, fostering intercultural understanding and appreciation of linguistic diversity. Similarly, incorporating translation into communicative tasks, such as negotiating meaning or resolving misunderstandings, can provide learners with practical strategies for real-world language use. This more nuanced and pedagogically informed approach to translation in ELT recognizes its potential not as a primary teaching method but as a valuable supplementary tool that can enhance language learning and empower learners in diverse educational settings.

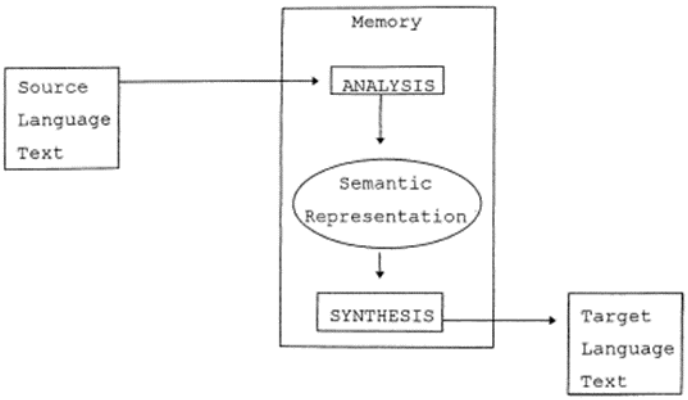

Figure 10. A diagram of the translation process
Source: Bell, 1991, New York: Longman.

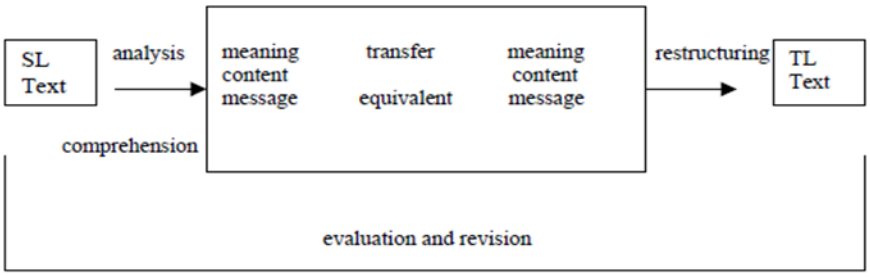

Figure 11. A comprehensive diagram of inter-language translation
Source: Rini, 1996

The two visual models examined here represent distinct yet overlapping conceptualizations of the translation process, each reflecting specific theoretical orientations that have shaped translation studies over time. Both diagrams aim to illustrate how a source language (SL) text is rendered into a target language (TL) text, yet they differ considerably in terms of structure, emphasis, and theoretical underpinnings. The first model presents a compartmentalized and sequential translation mechanism consisting of three discrete phases: **Analysis**, **Semantic Representation**, and **Synthesis**. These

components are housed within an abstract “Memory” structure, suggesting an internalized, cognition-centered process wherein the SL input is abstracted into a language-neutral semantic form before being linguistically reconstituted in the TL. This model is emblematic of early linguistic and computational approaches, particularly those informed by the interlingual model of machine translation and the Interpretive Theory of Translation (Seleskovitch & Lederer, 1984), which posit that meaning can be captured independently of linguistic form, thereby facilitating a more objective transfer between languages.

By contrast, the second diagram presents a more dynamic, iterative process that emphasizes comprehension, restructuring, and critical evaluation. It breaks the act of translation into overlapping stages: analysis of the SL text, transfer of meaning and message, restructuring into the TL, and, crucially, an embedded loop of evaluation and revision. This recursive structure suggests a process rooted not only in cognitive activity but also in reflective practice. Such an approach aligns more closely with functionalist theories, including Skopos Theory (Vermeer, 1989) and the communicative emphasis in Nida’s (1964) dynamic equivalence model, which advocate for the purpose-driven adaptation of texts in culturally appropriate and context-sensitive ways. The model recognizes the translator as an active agent, constantly adjusting linguistic strategies to meet communicative goals, and it reflects a growing emphasis on the translator's decision-making, interpretation, and responsiveness to the sociocultural context.

The conceptual divergence between the two models is most evident in their treatment of **meaning**. The first model assumes a stable and universal semantic representation, detached from linguistic form, which can be systematically extracted and re-encoded. This implies a relatively static view of meaning and emphasizes fidelity to a presumed “core” content. The second model, however, conceptualizes meaning as context-dependent, inherently dynamic, and continuously re-evaluated in light of audience expectations, communicative goals, and textual coherence. It presents meaning not as an object to be moved but as a negotiated construct—a perspective echoed in the works of House (1997), and Baker (2011), who emphasizes that translation must engage not only with language but with pragmatic function, genre conventions, and interpersonal positioning.

The second model’s inclusion of **evaluation and revision** introduces a layer of pedagogical significance that is particularly relevant to discussions of translator training and, by extension, teacher qualification. It invites a consideration of how translators—and by analogy, language teachers—develop metacognitive awareness and reflective

strategies to refine their output. For pre-service and in-service English Language Teaching (ELT) professionals, especially in EFL contexts such as Türkiye, this model can serve as a foundational framework for exploring how translation functions as both a pedagogical tool and a skill requiring critical reflection. Research by Bekereci-Şahin (2022) and Özkanal & Yüksel (2023) underscores that pre-service teachers often encounter translation not as a rigid mechanical procedure but as a flexible tool used to navigate linguistic complexities, clarify grammatical structures, and support learner comprehension. Thus, a process-oriented model that acknowledges the iterative nature of translation more accurately reflects the realities of classroom application and pedagogical adaptation.

Moreover, the second diagram's emphasis on **comprehension, message transfer, and restructuring** directly mirrors the processes involved in teaching practices where translation is used as a scaffold for explaining vocabulary, contrasting syntactic structures, and bridging L1-L2 conceptual gaps. This relevance is especially pronounced in language education settings with limited English exposure, where translation may serve as an accessible entry point for learners. The translator's recursive process of adjusting and evaluating output closely parallels the teacher's task of tailoring instructional materials, reformulating explanations and responding adaptively to student needs. As such, understanding translation not merely as a linguistic procedure but as a pedagogical competency is critical for teacher qualification and assessment.

Both models thus hold instructive value for teacher education programs. The first, with its clear segmentation and structured process, can provide novice teachers with a foundational framework to understand the abstract mechanisms underlying translation. The second, with its emphasis on reflection, evaluation, and adaptability, more effectively prepares educators for the dynamic realities of multilingual classrooms. When applied to teacher assessment, these models underscore the importance of evaluating not only content knowledge and language proficiency but also the strategic and reflective dimensions of instructional decision-making.

In sum, the visual representations of the translation process serve not only as models for linguistic transfer but also as pedagogical metaphors that illuminate how translation functions within ELT contexts. As translation continues to be recognized for its role in developing both linguistic awareness and intercultural competence (Cook, 2010; Laviosa, 2014), its integration into teacher training becomes increasingly justified. These models, therefore, offer more than just theoretical insights—they provide a lens through

which teacher qualifications, instructional practices, and assessment standards can be critically re-examined.

Within the Turkish ELT context, where English primarily functions as an institutional and academic language, translation holds a complex and potentially valuable role (Kırkgöz, 2010). Despite historical skepticism towards translation in ELT curricula, a growing body of research indicates that its strategic incorporation can enhance language comprehension, linguistic accuracy, and cross-cultural competence (Karakas, 2016).

One key argument for integrating translation into Turkish ELT classrooms centers on its role in reinforcing comprehension and retention of linguistic structures. Turkish EFL learners often encounter structural and semantic challenges navigating between the agglutinative Turkish language and the analytic English structure (Gedik, T. A.; 2014 & Yıldız, M.; 2024). The differences in how tense, aspect and grammatical relations are conveyed can make grasping English sentence construction and verb tense formation challenging for Turkish learners. Translation-based instruction can facilitate contrastive analysis, enabling learners to identify, internalize, and effectively apply grammatical structures. For example, studies suggest that explicit translation exercises focusing on word order transformations can improve learners' syntactic awareness and production accuracy (Çelik, 2008).

Furthermore, translation can act as a cognitive bridge for L1 and L2 vocabulary acquisition. Turkish EFL learners frequently struggle with false cognates, collocations, and idiomatic expressions, potentially leading to semantic transfer errors (Karakaş, 2016). Translation activities that emphasize lexical contrasts and contextual appropriateness—such as comparative phrase-matching and bilingual corpus analysis—have been shown to enhance learners' lexical awareness, thereby improving both receptive and productive language skills (Marinov, 2016; Boulton, 2018; Zhang, 2019).

While some argue that translation may foster L1 dependence and hinder spontaneous language production, research suggests it can function as a communicative tool (Cook, 2010; Hall & Cook, 2012). The crucial factor is how translation is integrated into language pedagogy. Contemporary frameworks advocate for a "pedagogically principled" approach, emphasizing dynamic translation tasks, situational translation scenarios, and task-based translation exercises. For instance, in Turkish universities, translation can be used for disciplinary literacy development. Research indicates that students engaging in translation-based academic writing tasks may demonstrate improved accuracy, cohesion, and syntactic variety (Jarvis & Pavlenko, 1997).

Moreover, translation can foster cross-cultural competence, a vital aspect of intercultural communicative competence (ICC) (Byram, 1997). Given the globalized contexts in which many Turkish EFL learners interact with English, translation activities focusing on cultural pragmatics can help learners navigate linguistic nuances and develop pragmatic awareness (Karakas, 2016).

Despite these potential benefits, translation requires careful implementation to avoid overreliance on direct equivalence and to maintain a balance between translation and communicative immersion. Potential challenges include the risk of fossilization, lexical and structural mismatches, and cognitive load issues, especially for beginners (Macaro, 2010). To maximize its benefits, educators should integrate guided translation as a scaffolding tool, use selective translation, and incorporate peer collaboration.

In conclusion, while traditional ELT methodologies have often marginalized translation, recent research suggests its pedagogical potential when used strategically. In the Turkish EFL context, translation can be a valuable tool for reinforcing comprehension, enhancing communicative competence, and bridging cultural knowledge gaps. However, educators must employ translation as an interactive, meaning-focused, and contextually adaptive learning strategy rather than a rote exercise to fully realize its potential and mitigate its potential drawbacks.

2.4. Translation as a Language Teaching Resource

The role of translation as a language teaching resource, particularly within the context of English instruction, has undergone significant evolution, shaped by various pedagogical methodologies and theoretical frameworks in second language acquisition (SLA). Historically, the grammar-translation method, prevalent during the 19th and early 20th centuries, heavily relied on one-to-one translation exercises as a primary means of language instruction. This method emphasized the rote memorization of vocabulary and the explicit learning of grammatical rules, conceptualizing language acquisition as a largely cognitive process analogous to puzzle-solving. However, with the advent and subsequent rise of the Direct Method (also known as the Natural Method) in the early 20th century, which emphasized immersive learning through exclusive use of the target language and discouraged reliance on the learner's native tongue, translation was increasingly marginalized as an instructional tool. The direct method, which prioritized immersive language experiences, emphasized oral communication and contextual

understanding, thereby eschewing explicit translation between languages as antithetical to its pedagogical goals.

The rejection of translation within language pedagogy was not solely informed by methodological considerations but was also shaped by broader political and demographic influences. During certain historical periods, the intertwining of language learning with cultural identity and sovereignty led to the perception of translation as a potential threat to linguistic and cultural integrity. Piletic (2019) explains that the first organized opposition to translation in language teaching appeared with the Reform Movement, a group of theorists who argued for avoiding the use of translating L2 content into the mother tongue. Similarly, proponents of the Direct and Audio-Lingual Methods heavily emphasize speaking, the use of L1 for language production, and language demonstration. Consequently, translation tended to be excluded from language teaching methodologies in favor of approaches perceived as more conducive to preserving linguistic purity and promoting cultural autonomy**.** However, this exclusionary stance has been increasingly reconsidered in light of contemporary developments in SLA theory.

In more recent times, the pedagogical landscape has evolved with the emergence of diverse SLA theories that have prompted a reevaluation of translation’s role in language education. The communicative approach, which gained prominence in the latter half of the 20th century, shifted the pedagogical focus toward the functional use of language in authentic, real-world contexts. Rooted in theories such as Krashen's input hypothesis and Hymes's concept of communicative competence, this approach challenged the blanket rejection of translation. It posited that, when utilized judiciously, translation could serve as a valuable tool for facilitating both comprehension and language production. Within this framework, translation is reconceptualized not as a mere relic of the grammar-translation method but as a strategic resource capable of enhancing learners' linguistic and communicative competencies by offering critical insights into the structural and functional nuances of both source and target languages. The main argument in favour of pedagogical translation, according to Piletic (2019), comes from Schjoldager (2004, 135), who notes the benefits of improving language knowledge and ability, advancing passive knowledge, and allowing learners to express new ideas in a language (Duff, 1989; Cook, 2001, 2010; Campbell, 1998).

Despite the growing recognition of translation's potential pedagogical benefits, long-standing reservations regarding its integration into language education persist, fueled by valid concerns articulated by scholars such as Zojer (2009) and Carreres (2006). A

significant objection stems from the historical entanglement of translation exercises with the widely discredited grammar-translation method (GTM). This pedagogical approach, characterized by its heavy emphasis on explicit grammatical rules and rote memorization of vocabulary lists through translation, has been largely superseded by more communicative and learner-centered methodologies due to its perceived ineffectiveness in cultivating genuine communicative competence and fluency in the target language. The lingering association with GTM often casts a shadow over the potential merits of judiciously employed translation activities.

Furthermore, a critical concern revolves around the potential for negative language transfer, wherein engaging in translation tasks might inadvertently encourage learners to directly map linguistic structures and patterns from their first language (L1) onto the second language (L2). This direct transfer can lead to the fossilization of "interference errors" (Zojer, 2009, p. 38; Carreres, 2006), hindering the acquisition of authentic L2 grammar, syntax, and idiomatic expressions. Critics argue that a heavy reliance on translation may inadvertently reinforce L1-based thinking in L2 production, thus impeding the development of autonomous L2 processing and fluency. However, proponents of strategically designed translation exercises posit that these potential pitfalls can be effectively mitigated through careful task design, explicit focus on contrastive analysis between the L1 and L2, and the provision of targeted feedback, ultimately transforming translation from a source of interference into a tool for enhanced linguistic awareness and comprehension in both languages.

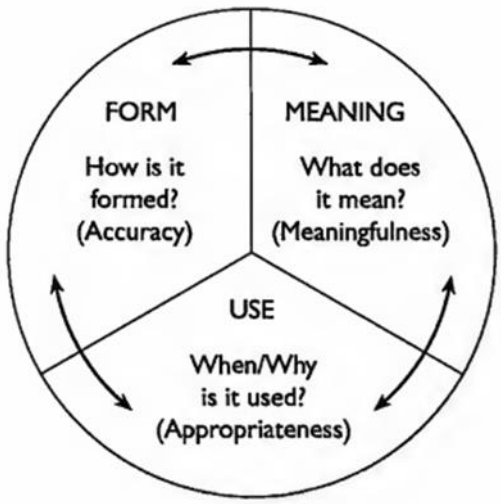

Figure 12. Interrelation of use, form and meaning behind translation
Soutce: Celce-Murcia & Larsen-Freeman, 1999, p. 4

The acquisition and effective use of language, whether a first or a second language, is a complex process that involves mastering multiple dimensions of linguistic knowledge. Traditionally, language teaching often focused primarily on grammatical accuracy and the correct formation of linguistic structures. However, contemporary approaches recognize that language proficiency encompasses more than just knowing the rules of the language; it also involves understanding the meaning conveyed by linguistic forms and the appropriate use of language in various communicative contexts (Hymes, 1972; Sauvignon, 1983). This holistic view emphasizes the interconnectedness of linguistic form, semantic meaning, and pragmatic use in achieving communicative competence.

The diagram presented visually encapsulates this tripartite view of language knowledge, highlighting the crucial interplay between **form**, **meaning**, and **use**. The dimension of **form** pertains to the structural aspects of language – how words, phrases, and sentences are constructed according to the grammatical rules of the language. Accuracy in producing these forms is often a key focus in language learning. The dimension of **meaning** concerns the semantic content conveyed by linguistic forms – what words and sentences signify and how they relate to concepts and ideas. Understanding the meaningfulness of language is essential for comprehension and for conveying intended messages effectively. Finally, the dimension of **use** addresses the pragmatic aspects of language – when and why particular linguistic forms are used in specific social and communicative contexts. Appropriateness of language use is crucial for effective communication and for conveying the intended social and interactional meanings.

This framework underscores the importance of an integrated approach to language teaching and learning. Learners need to develop not only grammatical accuracy but also a deep understanding of meaning and the ability to use language appropriately in different situations. The arrows in the diagram suggest the dynamic and interactive nature of these three dimensions. For instance, understanding the meaning of a new word often requires knowledge of its form and how it is used in context. Similarly, choosing the appropriate linguistic form in a given situation necessitates understanding the intended meaning and the social context of use. This integrated perspective, often referred to as the "form-meaning-use" framework, provides a valuable lens for analyzing language learning processes and for designing effective pedagogical approaches that foster communicative competence (Larsen-Freeman & Celce-Murcia, 2015).

Another critique posits that translation exercises may come across as artificial and non-communicative, bound by reading and writing tasks that neglect the oral and

interactive dimensions emphasized in modern methodologies (Carreres, 2006). Despite this point of contention, translation can be adapted to serve communicative purposes, such as enhancing learners' ability to negotiate meaning in conversations or facilitating comprehension of culturally specific references. It can also aid in developing learners' skills to convey nuanced meanings across languages, making it a valuable resource for fostering deeper linguistic and intercultural competence. As highlighted by Hymes' concept of communicative competence, language use in real-life situations inherently involves translation skills, integrating linguistic, cultural, and contextual knowledge to effectively convey meaning.

These applications demonstrate its versatility as a language teaching tool. **Concerns have been raised that translation might reinforce the misconception of one-to-one equivalence between L1 and L2, which could hinder learners' grasp of contextual nuances (Zojer, 2009).** Nevertheless, well-structured translation activities have the potential to promote deeper engagement with the target language, encouraging a more nuanced and contextual understanding of both languages.

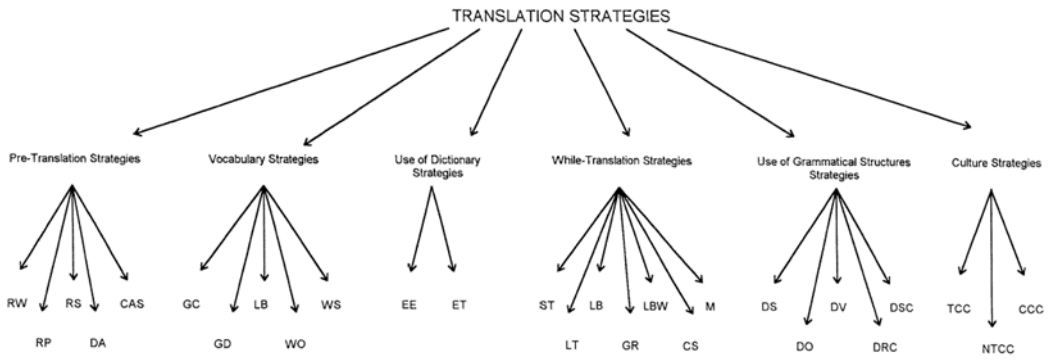

Figure 13 A taxonomy of translation strategies
Source: Unsalan, 1996

[C1]The complex cognitive process of translation necessitates the application of a diverse range of strategies to navigate the linguistic, cultural, and contextual differences between the source and target texts (Lörscher, 1991; Séguinot, 1989). Translators do not simply perform a linear word-for-word substitution; instead, they engage in a dynamic problem-solving activity, employing various techniques at different stages of the translation process to achieve an appropriate and effective target text. Understanding these

translation strategies is crucial for both describing how translation is actually performed and for providing guidance in translator training.

The hierarchical diagram presented offers a categorization of translation strategies, broadly grouping them into phases of the translation process and the types of challenges they address. At the highest level, the diagram distinguishes between **Pre-Translation Strategies**, **Vocabulary Strategies**, **Use of Dictionary Strategies**, **While-Translation Strategies**, **Use of Grammatical Structures Strategies**, and **Culture Strategies**. This initial categorization highlights that strategic decision-making occurs before, during, and after the core act of linguistic transfer and that these strategies target different aspects of the translation task, from initial text analysis to handling cultural nuances.

Pre-Translation Strategies involve the initial engagement with the source text and the planning stages. These may include **RW** (Reading the Whole text), **RS** (Researching the Subject matter), **CAS** (Consulting with Author/Commissioner), **RP** (Recognizing Problem areas), and **DA** (Determining Approach). These strategies lay the groundwork for the subsequent translation process by ensuring a comprehensive understanding of the source text and the translation brief. **Vocabulary Strategies** focus on addressing lexical challenges and may involve **GC** (Guessing from Context), **LB** (Looking up Bilingual dictionary), **WS** (Word Study), **EE** (Looking up Encyclopedic Entry), and **ET** (Looking up Etymology). These strategies are crucial for accurately rendering the meaning of individual words and phrases. **Use of Dictionary Strategies** likely overlaps with vocabulary strategies but emphasizes the specific act of dictionary consultation.

While-Translation Strategies are employed during the actual drafting of the target text and encompass a range of techniques for dealing with linguistic and conceptual mismatches. Examples include **ST** (Staying True to the source text), **LT** (Literal Translation), **GR** (Generalizing/Reducing), **CS** (Compensating), **LBW** (Looking up Bilingual dictionary/Wordlist), and **M** (Modifying). **Use of Grammatical Structures Strategies** specifically targets syntactic differences and may involve **DS** (Direct Substitution), **DV** (Divergence), **DSC** (Disambiguation of Syntactic Complexity), **DO** (Domestication), and **DRC** (Dealing with Rhetorical Conventions). Finally, **Culture Strategies** address the challenges of transferring culturally specific items and concepts, potentially including **TCC** (Transferring Cultural Content), **NTCC** (Neutralizing Target Culture Content), and **CCC** (Creating Cultural Counterpart). This detailed categorization

underscores the multifaceted nature of translation as a strategic and problem-solving endeavor.

This evolving perspective on translation has catalyzed a renewed interest in its application within modern language curricula, particularly in the context of English as a Foreign Language (EFL) and English as a Second Language (ESL) programs. This resurgence is driven by the recognition that translation can significantly contribute to the development of learners' metalinguistic awareness and cross-linguistic skills.

In reference books, the translation used in foreign language teaching is called pedagogical or glottodidactic translation. (Piletić, 2019). She differentiates this type from professional-didactic translation, which is studied with translation schools, institutes and faculties and leads to obtaining the title of ‘’professional translator’’. Contemporary language curricula, such as those aligned with the Common European Framework of Reference for Languages (CEFR), increasingly incorporate translation activities as part of a comprehensive suite of pedagogical strategies. These activities are often designed to complement communicative exercises, providing learners with opportunities to engage in translation tasks that bridge their native language (L1) with the target language (L2). For example, translation exercises may involve the adaptation of culturally relevant texts, which enables students to explore the linguistic and cultural nuances inherent in both languages while simultaneously fostering their intercultural competence (Pym, 2018). This integration underscores the growing acceptance of translation as a legitimate and effective resource within the broader landscape of language education pedagogy.

The integration of translation within language teaching presents a multifaceted pedagogical approach with demonstrable benefits for learners' linguistic development. Rather than being relegated to a purely contrastive analysis exercise, strategically designed translation activities foster a deeper engagement with the intricacies of both the target and native languages. This active process encourages learners to undertake analytical reflection on the inherent linguistic differences and subtle similarities that exist between languages, thereby cultivating a more nuanced understanding of grammatical structures and semantic nuances.

Furthermore, the cognitive demands inherent in translation tasks have been shown to significantly enhance vocabulary acquisition and grammatical accuracy. By requiring learners to actively problem-solve and critically evaluate linguistic choices in both languages, translation exercises promote a more robust and internalized understanding of vocabulary and grammatical rules, leading to improved long-term retention. This active

engagement contrasts with more passive methods of language learning, fostering a deeper level of cognitive processing.

The evolving landscape of language pedagogy has witnessed a re-evaluation of translation's role in the classroom, with a growing body of scholarship advocating for its systematic and principled incorporation into teaching methodologies. This renewed interest recognizes the potential of translation not as a mere mechanical substitution of words but as a valuable tool for developing learners' metalinguistic awareness and enhancing their overall language proficiency.

Moreover, the advent of digital and online language learning platforms has unlocked novel avenues for leveraging translation as an educational resource. Digital translation tools can empower learners with greater autonomy, facilitating personalized learning experiences and providing immediate access to a wealth of linguistic information. When integrated thoughtfully, these technologies can augment the benefits of translation activities, supporting learners in their independent exploration of cross-linguistic relationships and fostering a more dynamic and interactive learning environment. In essence, a well-integrated approach to translation in language teaching moves beyond traditional perceptions, positioning it as a potent tool for analytical thinking, enhanced retention, and the cultivation of deeper linguistic understanding in learners.

The future trajectory of translation in language teaching will likely be influenced by the development of adaptive translation activities that leverage artificial intelligence and machine learning to provide personalized feedback and tailored learning experiences. While innovations like machine translation offer superficial enhancements to the format of translation exercises, their over-reliance risks undermining the development of genuine linguistic and, more critically, nuanced intercultural competencies (Vieira, L. N., O'Hagan, M., & O'Sullivan, C., 2021). Consequently, future research and pedagogical practice should explore the integration of translation with other communicative approaches, aiming to create a more holistic and inclusive language learning experience that transcends mere linguistic transfer and fosters a deeper understanding of cultural nuances.

2.4.1. The Role of Translation in Developing Intercultural Competence

In the field of English Language Teaching (ELT), translation serves as a vital tool for fostering intercultural competence among students. Given that translation is inherently

an act of negotiating meaning between languages and cultures, its integration into ELT curricula can significantly enhance students' understanding of diverse cultural perspectives. In the Turkish context, where the educational environment is enriched by a mix of Eastern and Western cultural influences, developing intercultural competence through translation becomes even more crucial. By engaging in translation activities, ELT students in Türkiye are exposed to the subtleties of both the source and target cultures, which is essential for effective communication in a globalized world.

The importance of translation in developing intercultural competence within ELT programs aligns with current educational trends that emphasize the need for culturally responsive teaching. Scholars in the field, such as Michael Byram, have highlighted the role of intercultural competence in language education, advocating for teaching practices that go beyond linguistic proficiency to include cultural understanding. In Turkish ELT programs, where students often grapple with the complexities of English as a foreign language, translation activities that incorporate cultural context can help bridge the gap between linguistic theory and practical application. This approach ensures that students are not only proficient in English but also capable of navigating the cultural nuances that come with using the language in diverse contexts.

Furthermore, the integration of translation into ELT curricula as a means of developing intercultural competence has practical implications for Turkish students entering the workforce. As globalization continues to influence Türkiye's economic and social landscape, there is an increasing demand for professionals who are not only fluent in English but also adept at managing cross-cultural communication. In this regard, ELT programs that incorporate translation as a core component are better positioned to produce graduates who can meet these demands. The emphasis on intercultural competence through translation thus equips Turkish ELT students with the skills necessary for careers in international business, diplomacy, and education, where the ability to navigate cultural differences is highly valued.

Moreover, the strategic use of translation in ELT can foster a deeper understanding of the students' own culture in relation to English-speaking cultures. By engaging in tasks that require them to translate culturally specific concepts and expressions between Turkish and English, students can develop a heightened awareness of their own cultural values, beliefs, and communication styles. This comparative process not only enhances their intercultural sensitivity but also empowers them to articulate their own cultural identity effectively in English. Such activities can also encourage critical reflection on cultural

stereotypes and promote a more nuanced and empathetic understanding of cultural differences, moving beyond superficial knowledge to a more profound level of intercultural awareness.

Furthermore, the integration of technology and authentic materials in translation-based intercultural learning can significantly enhance student engagement and motivation. Utilizing online translation tools critically, analyzing translated media such as films or literature, and engaging in collaborative translation projects with learners from different cultural backgrounds can provide rich and authentic learning experiences. These activities not only develop translation skills and intercultural competence but also foster digital literacy and collaborative learning abilities, further equipping Turkish ELT students with a well-rounded skill set for navigating an increasingly interconnected world. By embracing innovative approaches to translation within the ELT curriculum, educators can effectively cultivate culturally competent and globally-minded graduates who are well-prepared for the challenges and opportunities of the 21st century.

Table 4.
An example scale chart - the rationale behind learning English

Items	$\bar{X}$	SD
Instrumental:		
1.4 To find work after graduation	4.61	.79
1.1 To study in other countries	4.19	.95
1.2 To pass my classes in my department	4.10	1.09
Integrative:		
1.3 To communicate with people from other countries	4.54	.68
1.10 To visit other countries	4.42	.78
1.8 To take part in the cultural activities arranged by the European Union such as Erasmus and European Voluntary Service	4.27	.97
1.5 To get informed about the culture of other countries	3.68	1.04
Personal:		
1.7 To watch movies or TV programs in English	4.22	.90
1.11 To follow published materials (books, journals and magazines) in English	4.00	1.01
1.9 To listen to music in English	3.62	1.23
1.6 To use the Internet	3.39	1.25

Source: (Güven, 2015).

The motivations underlying language learning are diverse and can significantly influence the learner's engagement, persistence, and ultimate success (Gardner, 1985; Schumann, 1986). Understanding these reasons is crucial for educators and curriculum designers to tailor their approaches and materials to better meet the needs and aspirations of their students. Research in second language acquisition has often categorized these motivations into broad orientations, such as instrumental, integrative, and personal reasons, reflecting the different goals and attitudes learners bring to the language learning process.

Table 4, "Participant Responses to Reasons for Learning English Questions by Scales," provides a quantitative overview of the self-reported motivations of a group of learners. The items are grouped into three distinct scales: Instrumental, Integrative, and Personal, allowing for an analysis of the relative strength of these different motivational orientations within the participant sample. For each item, the table presents the mean ((\overline{X})) response and the standard deviation (SD), offering insights into both the average level of agreement with each reason and the degree of variability in responses across the participants.

The **Instrumental** scale focuses on the pragmatic benefits of learning English, such as enhancing career prospects ("To find work after graduation") and facilitating academic pursuits ("To study in other countries," "To pass my classes in my department"). The relatively high mean scores for these items suggest that a significant portion of the participants perceive English proficiency as a valuable tool for achieving future educational and professional goals. The **Integrative** scale explores the learners' desire to connect with the target language culture and its speakers ("To communicate with people from other countries," "To visit other countries," "To take part in the cultural activities arranged by the European Union," "To get informed about the culture of other countries"). The mean scores in this category indicate a moderate to strong interest in the cultural and social aspects of learning English. Finally, the **Personal** scale examines more intrinsic and individual reasons for learning English, such as enjoyment of media ("To watch movies or TV programs in English," "To listen to music in English"), accessing information ("To follow published materials... in English," "To use the Internet"). The mean scores in this scale also suggest a notable influence of these personal interests on the learners' motivation. By examining the mean scores and standard deviations across these different motivational scales, educators can gain a more nuanced understanding of why these

particular learners are studying English, which can inform pedagogical strategies and curriculum development aimed at sustaining and enhancing their motivation.

Translation also plays a critical role in developing intercultural competence by fostering critical thinking skills within ELT students. The process of translation requires students to make nuanced decisions about language and meaning, taking into account the cultural context of both the source and target languages. In Turkish ELT programs, where students often face the challenge of translating culturally specific concepts from Turkish into English, these activities can deepen their understanding of both languages. This critical engagement with language and culture helps students develop a more sophisticated approach to translation, which is essential for effective communication in multicultural settings.

Moreover, the role of translation in developing intercultural competence is increasingly recognized in ELT research, with studies demonstrating its effectiveness in enhancing students' cultural awareness and empathy. In Türkiye, where the educational system is striving to align with international standards, integrating translation into ELT curricula can serve as a model for other regions. Research by scholars such as Claire Kramsch and Anthony Pym has underscored the value of translation in cultivating intercultural understanding, particularly in contexts where students are learning English as a foreign language. By incorporating these insights into ELT programs, Turkish universities can ensure that their graduates are not only linguistically competent but also culturally aware and sensitive to the complexities of intercultural communication.

In the context of evolving ELT programs in Türkiye, the inclusion of translation as a tool for developing intercultural competence aligns with the broader goals of language education in a globalized world. The increasing recognition of the need to prepare students for the challenges of intercultural communication necessitates a comprehensive approach. By embedding translation within the curriculum, Turkish universities can equip students with the skills necessary to succeed in a multicultural and interconnected world. This strategy not only enhances the quality of ELT education in Türkiye but also fosters a more culturally competent and globally aware student population.

2.4.2. Pedagogical Approaches to Teaching Translation in ELT

Pedagogical approaches to teaching translation in English Language Teaching (ELT) have undergone significant evolution, particularly in response to the changing demands of language education. In the Turkish ELT context, where English is predominantly taught as a foreign language, effective translation pedagogy must address the unique linguistic and cultural challenges faced by students. Historically, the Grammar-Translation Method dominated Turkish ELT programs, emphasizing the rote memorization of vocabulary and grammar rules through direct translation exercises. While this method laid a foundational understanding of language structure, it often fell short in promoting communicative competence. Contemporary pedagogical approaches now advocate for more interactive and communicative methods that better prepare students for real-world language use.

Table 5.
EFL learners' perceptions of the factors affecting their in-class WTC (Willingness to Communicate in English) presented

Factors Affecting in-class WTC in English		f *	N/32
L2 classroom environment	Classmates	19	29
	Instructional methods	16	
	Teacher	15	
	Atmosphere	3	
	Materials	3	
	Class size	3	
Affective factors	L2 motivation	16	21
	Fear of being ridiculed	9	
	L2 anxiety	8	
	Fear of making mistakes	7	
Topic	Topic interest	5	8
	Topic familiarity	2	
Personal characteristics	Shyness	3	5
	Introversion	2	
Linguistic factors	Practice	4	4
	Pronunciation	3	
	Vocabulary knowledge	2	
Self-perceived communication competence			2
Past communication experience			1

**The frequencies of the individual factors do not necessarily count up to the total frequencies because one student may have reported more than one factor.*

Source: (Başöz & Erten, 2019).

Understanding the factors that influence learners' willingness to communicate (WTC) in a second language (L2) classroom is crucial for creating supportive and effective learning environments (MacIntyre et al., 1998). WTC, defined as the

predisposition toward engaging in L2 communication when the opportunity arises, is a dynamic construct influenced by a complex interplay of individual, social, and contextual variables (MacIntyre, 2007). Identifying the perceived barriers and facilitators of WTC can inform pedagogical strategies aimed at fostering more active and confident L2 communicators.

Table 5, "EFL learners' perceptions of the factors affecting their in-class WTC in English," provides a frequency count (f*) of various factors reported by a group of 32 English as a Foreign Language (EFL) learners as affecting their willingness to communicate in the classroom. These factors are categorized into several key areas: L2 classroom environment, affective factors, topic, personal characteristics, linguistic factors, self-perceived communication competence, and past communication experience. The frequencies reported for individual factors do not necessarily sum to the total frequencies for each category, as students could identify multiple contributing factors.

Within the **L2 classroom environment**, factors such as "Classmates" (f=19), "Instructional methods" (f=16), and the "Teacher" (f=15) were frequently cited, suggesting that the social dynamics, pedagogical approaches, and the instructor's role significantly impact learners' willingness to speak. **Affective factors** also appear to play a substantial role, with "L2 motivation" (f=16) being the most frequently reported factor in this category, followed by negative emotions such as "Fear of being ridiculed" (f=9), "L2 anxiety" (f=8), and "Fear of making mistakes" (f=7). These findings underscore the importance of creating a low-anxiety and supportive classroom atmosphere to encourage communication. The **topic** of discussion, with "Topic interest" (f=5) and "Topic familiarity" (f=2), also influences WTC, highlighting the need for engaging and relevant content. **Personal characteristics** like "Shyness" (f=3) and "Introversion" (f=2) suggest that inherent personality traits can act as barriers to communication for some learners. **Linguistic factors**, specifically "Pronunciation" (f=3) and "Vocabulary knowledge" (f=2), indicate that learners' perceived linguistic proficiency can affect their confidence in speaking. Finally, the limited frequencies for "Self-perceived communication competence" (f=2) and "Past communication experience" (f=1) suggest that these factors, in this particular context, may have been less frequently identified as primary influences on in-class WTC. Overall, this table provides valuable empirical data on the multifaceted factors that EFL learners perceive as affecting their willingness to communicate in the classroom, emphasizing the interplay of social, affective, cognitive, and linguistic variables.

One of the most notable shifts in translation pedagogy within Turkish ELT programs has been the adoption of task-based learning. This approach aligns with the broader communicative approach in ELT, which emphasizes the use of language in context rather than isolated linguistic elements. In task-based translation exercises, Turkish ELT students are encouraged to engage with authentic texts and real-world scenarios, requiring them to apply their translation skills in practical, meaningful ways. This method not only enhances students' linguistic abilities but also develops their critical thinking and problem-solving skills, which are essential for effective communication in a globalized world.

Another critical development in translation pedagogy is the integration of technology into the ELT classroom. As Turkish universities increasingly embrace digital learning tools, the use of technology in translation education offers significant benefits. Online translation tools, corpora, and collaborative platforms enable students to access a wider range of linguistic resources and engage in interactive translation activities. This technological integration supports the development of translation skills that are relevant to the modern, digital world, where students are likely to encounter diverse and complex texts. Additionally, technology facilitates collaborative translation projects, allowing Turkish ELT students to work together, exchange ideas, and learn from each other's perspectives, thereby enhancing their overall language proficiency.

Feedback is also a critical component of effective translation pedagogy within Turkish ELT programs. Providing students with constructive feedback on their translation work helps them to refine their linguistic skills and deepen their understanding of cultural nuances. In Türkiye, where students often translate between languages with distinct cultural contexts, such as Turkish and English, feedback that addresses cultural differences is particularly valuable. This feedback not only guides students in improving their translation accuracy but also fosters a greater awareness of the cultural dimensions of language use. By prioritizing detailed and culturally informed feedback, Turkish ELT programs can help students develop the necessary skills to produce high-quality translations that resonate with diverse audiences.

The integration of translation activities into language pedagogy has gained increasing recognition for its potential to foster a wide range of linguistic and cognitive skills (Cook, 2010; Duff, 1989). Moving beyond traditional views that relegated translation to a mere testing tool or a focus on linguistic equivalence, contemporary pedagogical approaches emphasize the value of translation as a means of enhancing

language awareness, developing strategic thinking, and promoting intercultural understanding (Källkvist, 2008). A structured framework for incorporating translation into the language classroom can provide educators with a systematic approach to leveraging its pedagogical benefits across different stages of the learning process.

The proposed "Pedagogical Translation Framework Basic Structure (PTF) (Adapted from Leonardo, 2010:88)" offers a meticulously structured three-stage model designed to seamlessly integrate translation activities into the fabric of language teaching, moving beyond the traditional, often isolated, application of translation. This framework, delineating Pre-translation, Translation, and Post-translation phases, meticulously links each stage to the cultivation of specific acquired skills, thereby underscoring the multifaceted and holistic advantages of thoughtfully incorporating translation within a pedagogical context.

The initial Pre-translation activities are strategically designed to prime learners for the ensuing translation task, acting as a crucial preparatory phase aimed at activating pertinent prior knowledge and laying the groundwork for essential foundational skills. Activities such as "Brainstorming" serve to engage learners with the thematic content of the source text, stimulating cognitive connections and facilitating comprehension. Similarly, "Vocabulary learning" undertaken at this stage proactively addresses potential lexical obstacles, equipping learners with the necessary linguistic tools to navigate the source text more effectively before the actual translation endeavor commences. This preparatory phase ensures that learners approach the translation task with a degree of familiarity and confidence, enhancing their overall engagement and success.

The central Translation activities are presented not merely as exercises in linguistic substitution but rather as rich and dynamic opportunities for the comprehensive development of a diverse array of fundamental language skills. This stage encompasses the honing of receptive skills, including "Reading skill" through careful engagement with the source text and "Speaking and listening skills" fostered through collaborative discussions and the process of negotiating meaning during group translation work. Simultaneously, productive skills are actively cultivated through "Writing skill" as learners articulate their understanding in the target language. Furthermore, this stage explicitly targets the development of specific translation-related competencies, such as "Literal translation skill-Summary and translation," which encourages a foundational understanding of equivalence; "Parallel texts of translation," which exposes learners to different translational solutions and styles; "Re-translation skill," promoting critical self-

assessment and refinement; "Grammar explanation skill," fostering a deeper understanding of linguistic structures in both languages; "Vocabulary enhancement" through the active search for appropriate target language equivalents; and crucially, "Intercultural development" by navigating cultural nuances embedded within the texts. This active engagement with both the source and target languages at this stage fosters a profound understanding of linguistic intricacies, nuanced lexical choices, and the often subtle yet significant cultural dimensions inherent in communication.

Finally, the Post-translation activities are thoughtfully designed to consolidate the learning that has occurred, encourage critical reflection on both the process and the final product of translation, and extend learners' intellectual engagement with the source text and related thematic areas. Examples of such activities include "Translation commentary," which prompts learners to articulate their rationale behind specific translation choices; "Summary of the ST (Source Text)," which reinforces comprehension and the ability to synthesize information; and "Written composition on ST-related topics," which encourages further exploration of the themes and concepts presented in the source text, thereby solidifying vocabulary and grammatical structures in a meaningful context. This concluding phase of the PTF underscores the transformative potential of pedagogical translation to transcend the limitations of simple linguistic transfer, offering a comprehensive and integrated approach to language learning that cultivates a broad spectrum of essential cognitive and communicative skills, ultimately fostering more proficient, reflective, and culturally aware language learners.

Table 6.
Pedagogical Translation Framework (PTF) Basic Structure

Translation Activities	**Acquired Skills**
Pre-translation activities	Brainstorming Vocabulary learning
Translation Activities	Reading skill Speaking and listening skills Writing skill Literal translation skill-Summary and translation Parallel texts of translation Re-translation skill Grammar explanation skill Vocabulary enhancement Intercultural development
Post-Translation Activities	Translation commentary Summary of the ST Written composition on ST-related topics

Source: (Adapted from Leonardo, 2010:88) and presented in (Mmohamed et al. 2021)

Furthermore, the role of reflective practice in translation pedagogy has gained prominence in recent years, particularly within Turkish ELT programs. Encouraging students to reflect on their translation decisions and the cultural implications of their choices fosters a deeper understanding of the translation process. This reflective approach aligns with the goals of critical pedagogy, which seeks to empower students to think critically about language and culture. In the Turkish context, where cultural identity and language are closely intertwined, reflective practice in translation helps students to navigate the complexities of translating culturally specific concepts. This not only enhances their translation competence but also contributes to their overall intercultural understanding.

Lastly, the evolution of translation pedagogy in Turkish ELT programs underscores the importance of ongoing professional development for educators. As translation practices and educational technologies continue to evolve, ELT teachers must stay informed about the latest trends and methodologies in the field. In Türkiye, where the demand for English language education is growing, investing in teacher training is essential for maintaining the quality of translation teaching. Professional development programs that focus on innovative translation pedagogy can equip Turkish ELT teachers with the knowledge and skills needed to effectively teach translation, ensuring that their students are well-prepared for the linguistic and cultural challenges of the modern world.

2.4.3. Code Switching and Language Teaching in the Classroom

In English language teaching (ELT), code-switching and translation are intertwined strategies used by teachers and students to aid comprehension and bridge language gaps. Code-switching, the alternation between languages within a single discourse (Gumperz, 1982), is common in bilingual and multilingual education. While traditionally distinct, translation, an interlingual process, shares functional similarities with code-switching, as both mediate meaning and enhance understanding. These practices are particularly important in Turkish ELT classrooms, where English is a foreign language, due to the specific sociolinguistic and pedagogical context.

Research indicates that both teachers and students in Turkish EFL settings strategically use code-switching (Eldridge, 1996; Üstünel & Seedhouse, 2005). Teachers often switch to Turkish to explain complex grammar, introduce vocabulary, or give instructions, mirroring translation-based approaches. Students also initiate code-switching to seek clarification or express difficulties. This functional overlap between translation

and code-switching challenges rigid monolingual policies (Cook, 2001). Code-switching aligns with socio-cognitive language acquisition theories, which emphasize scaffolding and interlanguage development (Macaro, 2009). Allowing learners to use their first language (L1) as a cognitive resource enables them to draw parallels between languages, reinforcing their English understanding. This is especially relevant in Türkiye, where students often prefer occasional L1 use (Karakas, 2016).

Although translation has been linked to grammar-translation methods (Larsen-Freeman, 2000), contemporary research suggests that controlled translation can be a natural extension of code-switching (Hall & Cook, 2012). This is significant in Turkish ELT, as many teachers already integrate Turkish despite policies favoring exclusive target-language use (Çelik, S., & Erbay, S., 2013). A comparison of English-medium and Turkish-medium instruction in Türkiye highlights the practical need for L1 inclusion. In state schools, where English exposure is limited, translation and code-switching often provide scaffolding (Kırkgöz, 2010). Conversely, in private schools with English-rich environments, translation is used more selectively for contrastive analysis.

Therefore, while monolingual approaches dominate Türkiye's curriculum, code-switching and translation are essential, context-dependent tools supporting language acquisition. Rather than prohibiting L1 use, teacher education should equip educators with strategies for its judicious and pedagogically sound implementation.

2.4.4. Teacher Training and Translation Pedagogy

The role of translation in English Language Teaching (ELT) teacher education, particularly within EFL contexts such as Türkiye, remains the subject of both scholarly debate and pedagogical introspection. For decades, monolingual instructional paradigms—most notably those aligned with Communicative Language Teaching (CLT)—have positioned the exclusive use of the target language (English) as the hallmark of effective teaching. Within this framework, translation has often been dismissed as an outdated or counterproductive practice that undermines the immersive experience. However, recent research has increasingly challenged this stance, arguing that the strategic and principled use of translation can not only enhance learner comprehension but also strengthen teacher efficacy, particularly in linguistically and culturally complex contexts (Cook, 2010; Hall & Cook, 2012). Translation, when used thoughtfully, can function as a scaffold for both linguistic and cultural meaning-making, helping learners

and pre-service teachers bridge conceptual gaps while deepening their awareness of language structures and pragmatic use.

In Türkiye, the marginalization of translation within ELT teacher education reflects broader institutional allegiances to monolingual immersion models. Current national curricula and university programs predominantly uphold the CLT-based ideal of English-only instruction, with translation often sidelined or treated as a relic of grammar-translation traditions (Kırkgöz, 2017; Şallı-Çopur, 2008). Pre-service teachers are routinely advised to avoid using Turkish in their teaching placements and coursework, leading to the perception that translation is antithetical to modern pedagogical values. Yet, this institutional ideal frequently collides with the practical realities of the classroom. Many pre-service teachers report difficulty maintaining strict target-language use, particularly when supporting learners with low proficiency or navigating culturally nuanced material. This tension between theoretical purity and practical necessity exposes a disconnect between teacher training and classroom demands, one that deserves critical re-examination.

Furthermore, evidence from recent studies (e.g., Karakas, 2016) and anecdotal accounts alike suggests that Turkish pre-service teachers often express a desire for structured guidance on how to integrate translation effectively rather than simply being discouraged from using it. In the absence of formal instruction, many resort to ad-hoc methods or untrained code-switching strategies, which may or may not be pedagogically sound. This points to a missed opportunity within ELT programs: rather than eliminating translation from the teacher-training discourse; institutions could reframe it as a legitimate pedagogical resource—one that demands critical reflection, methodological awareness, and contextual flexibility. By acknowledging translation's role not as a fallback but as a tool to be honed, teacher educators can help pre-service teachers navigate their bilingual environments with greater confidence and intentionality.

A pedagogically informed approach to translation training might include several interrelated components. First, contrastive analysis instruction can equip pre-service teachers with tools to identify and articulate key linguistic differences between English and Turkish, thereby enhancing their ability to anticipate and address learner difficulties. Second, workshops on strategic translation use—featuring examples, guided practice, and scenario-based discussions—could offer practical insight into when translation is most effective (e.g., explaining idiomatic expressions, introducing abstract vocabulary, or clarifying cultural references). Third, training in pedagogical code-switching would allow

pre-service teachers to move between languages with intentionality, using the L1 not as a crutch but as a purposeful component of a broader communicative strategy (Macaro, 2010). Finally, the inclusion of classroom-based inquiry projects or practicum reflections could foster critical engagement by encouraging student-teachers to examine the outcomes of their translation practices in authentic school settings. Such an approach not only legitimizes translation within the teacher education process but positions it as an active site of research, reflection, and refinement, in line with broader goals of professional development and pedagogical agency.

2.5. The Role of Translation in Teacher and Learner Development

The intersection of self-development and translation is a relatively understudied yet promising area within both translation studies and the broader domain of personal and professional growth. Translation, by its very nature, often necessitates deep cognitive engagement, creating opportunities for the development of skills such as critical thinking, problem-solving, and intellectual flexibility, which can contribute to self-development, particularly in contexts where translation is approached as a reflective and analytical practice.

The act of translation asks that the translator navigate not only linguistic complexities but also cultural, historical, and contextual complexities, requiring a sophisticated understanding of the socio-political and ideological frameworks that underpin the source and target language texts. This intellectual engagement promotes an expansion of the individual's cognitive and cultural horizons, fostering a heightened sense of empathy and intercultural awareness, which are key elements in the self-development discourse. Research by Kearns (2008) and House, J., & Loenhoff, J. (2016). suggests that translation can function as an intercultural mediator, allowing individuals to engage more deeply with diverse perspectives and cultural contexts. Additionally, studies on translator education (González Davies, 2004) indicate that reflective translation practices may enhance learners' ability to understand and navigate cultural differences, reinforcing the connection between translation and the development of intercultural competence. Moreover, translation challenges the practitioner to negotiate meaning across linguistic and cultural divides, a process that sharpens one's ability to handle ambiguity, manage uncertainty, and adapt to shifting communicative contexts—skills that are arguably invaluable in both personal and professional realms.

Nevertheless, the relationship between translation and self-development is not without its complexities. A key challenge lies in the inherently interpretive nature of translation, where linguistic and cultural biases may shape the translator's engagement with the source text. While translation can foster intellectual and intercultural growth, it also presents limitations that warrant careful consideration. One of the significant challenges lies in the inherently interpretive nature of translation. While translation can serve as a tool for intellectual and intercultural growth, it also risks constraining the translator's self-development if the practitioner's own cultural and linguistic biases remain unexamined, representing a possible avenue for future research.

The subjective nature of translation means that the translator's personal frameworks inevitably influence the choices made during the process, which could limit their ability to engage fully with the alternative perspectives that may be on offer by the source text. Furthermore, the education of translation, particularly in academic settings or self-directed learning environments, can present academic challenges for self-development.

The solitary nature of studying translation, where learners are required to work independently, analyze complex texts, and adhere to strict academic or project-based deadlines, can lead to cognitive fatigue and burnout. The intense focus on achieving linguistic precision, maintaining fidelity to the source text, and meeting the high standards of translation accuracy may overshadow broader opportunities for personal reflection and creative expression. This emphasis on technical proficiency, while crucial, can limit the development of soft skills such as adaptability, emotional resilience, and intercultural empathy, which are also vital to the holistic development of the learner. Consequently, translation education, with its rigorous demands, may inadvertently restrict the capacity for self-exploration and personal growth unless balanced with reflective practices and opportunities for collaborative learning and critical engagement with diverse perspectives.

Table 7.
Summary of the perceptions and preferences regarding various elements of the translation course presented

Various Elements of the Course	Students		Course Instructors	
	Perceived	Preferred	Perceived	Preferred
Levels of Translation	• Sentence level	• Sentence level • Paragraph level • Text level	• Sentence level	• Sentence level • Paragraph level • Text level*
Translation Methods	• Faithful translation	• Communicative translation	• Faithful translation • Communicative translation*	• Communicative translation

* The perception of or the preference for the item is at a moderate level.

Source: Mutlu (2004)

The effectiveness of a translation course hinges on the alignment between the pedagogical approaches employed by instructors and the learning preferences and perceptions of the students (Nunan, 1988). Understanding these perspectives on various elements of the course can provide valuable feedback for curriculum design and instructional practices, ultimately contributing to a more engaging and productive learning experience for students and a more informed teaching practice for instructors (Schön, 1987). Discrepancies between perceived and preferred elements can highlight areas where adjustments might be beneficial to optimize the learning environment.

Table 7, "Summary of the Perceptions and Preferences Regarding Various Elements of the Translation Course," presents a comparative overview of how both students and course instructors perceive and what they prefer regarding key aspects of a translation course. The table focuses on "Levels of Translation" and "Translation Methods," offering insights into their perspectives on these fundamental components of translation studies.

Regarding the **Levels of Translation**, both students and instructors perceive the course as currently emphasizing the "Sentence level." However, their preferences diverge. Students prefer a broader approach that includes not only the "Sentence level" but also the "Paragraph level" and the "Text level," suggesting a desire to engage with translation tasks that involve larger units of discourse and consider the cohesive and coherent properties of texts. Instructors, while also perceiving the "Sentence level" as the current focus, indicate a preference for incorporating the "Paragraph level" and "Text level" as well, albeit with an asterisk indicating this preference is at a moderate level. This suggests a general

agreement between students and instructors on the need to move beyond sentence-level translation in the course.

In terms of **Translation Methods**, students perceive the course as primarily employing "Faithful translation." However, their preference shifts towards "Communicative translation," indicating a desire for methods that prioritize conveying the meaning and intent of the source text in a way that is natural and effective for the target audience. Instructors, on the other hand, perceive the course as utilizing both "Faithful translation" and "Communicative translation" (again, with an asterisk denoting a moderate level for the latter). Their preference strongly leans towards "Communicative translation," aligning with the students' desired approach. This convergence in preference for communicative translation suggests a potential area for pedagogical emphasis, focusing on strategies that prioritize target audience needs and natural language use in the translated output. The insights from this table highlight the importance of considering both student and instructor perspectives when designing and implementing translation courses to foster a more aligned and effective learning experience.

Despite these challenges, the literature suggests that there are numerous underexplored areas where the relationship between translation and self-development could be further investigated. Scholars such as Pym (2012) and Kiraly (2016) have examined aspects of translator education and competence development, highlighting the need for more research into how translation fosters broader cognitive and personal growth. Additionally, research on situated learning (Lave & Wenger, 1991) and the socio-constructivist approach to translator training suggests that engagement with translation tasks can contribute to both professional and self-development, particularly when collaborative and reflective methodologies are integrated into pedagogical frameworks.

One promising avenue of research is the pedagogical potential of translation as a tool for fostering both linguistic competence and personal development. For example, translation could be used more systematically in educational contexts to enhance resilience, adaptability, and cross-cultural communication skills beyond its traditional role in language acquisition. Another area ripe for exploration is the role of emerging technologies, such as machine translation and artificial intelligence, in shaping the future of self-development in the field of translation.

As the profession evolves, human translators may be required to develop new competencies in areas such as post-editing machine-generated translations, thus presenting both challenges and opportunities for self-development. The increasingly

collaborative nature of translation workflows in the digital age also raises questions about how translators might engage in collective forms of self-development through collaboration and feedback mechanisms. The phenomenon of self-translation—where individuals translate their own work into another language—offers a unique lens through which to explore the intersection of self-expression, identity, and personal growth, though this also remains an under-theorized area within the literature. While existing research highlights both the benefits and limitations of translation as a tool for self-development, there remains significant potential for further scholarly inquiry. Exploring how translation functions as a dynamic and multifaceted process could provide deeper insights into its role in fostering not only linguistic and cultural proficiency but also broader personal and professional growth.

Table 8.
A side-by-side comparison of proficiency in inter-language translation

Participants	Ratings of Proficiency in Translation	
	Translation from English into Turkish	Translation from Turkish into English
Students	Above average	Average or above average
Graduates	Above average	Above average
Course Instructors	Above average	Average

Source: Mutlu, Ö. (2004).

The perception of one's own proficiency in a skill, as well as the assessment of that proficiency by others, plays a crucial role in learning, professional development, and the evaluation of educational programs (Bandura, 1977; Kruger & Dunning, 1999). In the context of translation studies, understanding how students, graduates, and instructors perceive the proficiency levels achieved in different translation directions (e.g., from a foreign language into the native language and vice versa) can provide valuable insights into the effectiveness of the training and potential areas for improvement. Discrepancies in these perceptions can highlight potential gaps in learning outcomes or differences in evaluative criteria.

Table 8 provides a summary of the ratings of proficiency in translation from the perspectives of students, graduates, and course instructors, specifically focusing on translation from English into Turkish and from Turkish into English. The data offers a

comparative view of how these different stakeholder groups assess the translation abilities of learners or graduates in both directions.

Regarding **Translation from English into Turkish**, both students and graduates rate their proficiency as "Above average." This suggests a generally positive self-assessment of their ability to translate from a foreign language (English) into their native language (Turkish). Course instructors also concur with this assessment, rating the proficiency in this direction as "Above average." This alignment between self-perception and instructor evaluation indicates a potentially successful aspect of the translation training program in developing this particular skill set.

However, the ratings for **Translation from Turkish into English** reveal some interesting differences in perception. Students rate their proficiency in this direction as "Average or above average," indicating a slightly more varied and potentially less confident self-assessment compared to their translation into Turkish. Graduates, on the other hand, maintain a rating of "Above average" for their proficiency in translating into English, suggesting that with experience beyond the immediate study period, their confidence and perceived ability in this direction may increase. Notably, course instructors rate the proficiency in translation from Turkish into English as "Average," which is slightly lower than the self-assessments of both students and graduates. This discrepancy could point to a potentially more critical evaluation by instructors of the learners' ability to translate into a foreign language, or it might reflect a difference in the criteria used for assessment. Overall, this comparative view of proficiency ratings across different stakeholder groups and translation directions highlights potential areas where further investigation into the factors influencing perceived and actual translation competence might be warranted.

2.5.1. Translation as a Tool for Language Awareness

In foreign language learning, language awareness—the conscious perception and understanding of language structure, function, and use (Hawkins, 1984; James & Garrett, 1991)—is crucial for developing metalinguistic understanding and enhancing proficiency. In the Turkish EFL context, where English exposure is limited, translation offers a valuable pedagogical tool for fostering linguistic and cognitive engagement (Çelik, 2008; Karakaş, 2016).

Judiciously used, translation allows learners to compare linguistic structures, syntactic patterns, and semantic nuances between their L1 and the target language (Cook,

2010). This is particularly beneficial for Turkish EFL learners due to the typological differences between Turkish and English, such as word order, morphology, and verb tense. Structured translation activities, like contrastive analysis and guided translations, help learners internalize grammar rules and refine their understanding of these differences. For example, the SVO structure of English contrasts sharply with Turkish's SOV pattern, often causing difficulties for Turkish learners without explicit focus on this difference. Translation tasks allow learners to analyze these contrasts, leading to deeper metalinguistic awareness (Kırkgöz, 2010). Similarly, comparing English's auxiliary verb system for tense with Turkish's agglutinative verb suffixes enhances learners' analytical perspective on language use.

Beyond syntax, translation contributes to lexical awareness, especially with idioms, collocations, and false cognates. Turkish EFL learners often encounter semantic mismatches due to direct translation tendencies (Karakas, 2016). For instance, the Turkish expression "Gözüm üstünde" requires a more nuanced translation than its literal equivalent. Translation-based strategies heighten learners' sensitivity to meaning transfer, preventing word-for-word translation errors (Çakır, 2006).

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The evaluation of translation quality is a fundamental aspect of both translation studies and professional practice. Identifying and categorizing errors in translated texts provides a systematic framework for assessing the success of the translation process and for understanding the types of challenges translators encounter (House, 1997; Pym, 1992). Error analysis can inform translator training, quality assurance processes, and the development of theoretical models of translation competence. A crucial distinction in the categorization of translation errors lies in their underlying causes and their impact on the relationship between the source text and the target text.

One significant dichotomy in error analysis distinguishes between **covert errors** and **overt errors** (House, 1997). Covert errors are those that result from a mismatch between one or more situational dimensions in the source text and a comparable dimension in the target text, where the target text is intended to function in a similar way to the source text within its respective cultural context. These errors often disrupt the intended function or naturalness of the target text without necessarily being a direct misrepresentation of the source text's propositional content. For example, a covert error might involve an inappropriate level of formality or a culturally unsuitable stylistic choice in the target text.

Conversely, **overt errors** arise from a non-dimensional mismatch, indicating a more direct failure to adequately render aspects of the source text itself. These errors can be further sub-categorized based on the nature and severity of the deviation from the source text. The subsequent diagram outlines a potential classification of overt errors, ranging from complete omission ("Not Translated") to subtle inaccuracies ("Slight Change in Meaning") to more significant distortions ("Significant Change in Meaning," "Distortion of Meaning"). Furthermore, overt errors can involve linguistic violations ("Breach of the SL System"), instances of unwarranted translator intervention ("Creative Translation"), or culturally motivated alterations that deviate from the source text's content ("Cultural Filtering"). Understanding this typology of translation errors, particularly the distinction between covert and overt errors, provides a more nuanced framework for analyzing translation quality and for identifying the specific nature of deviations from the source text and its intended function.

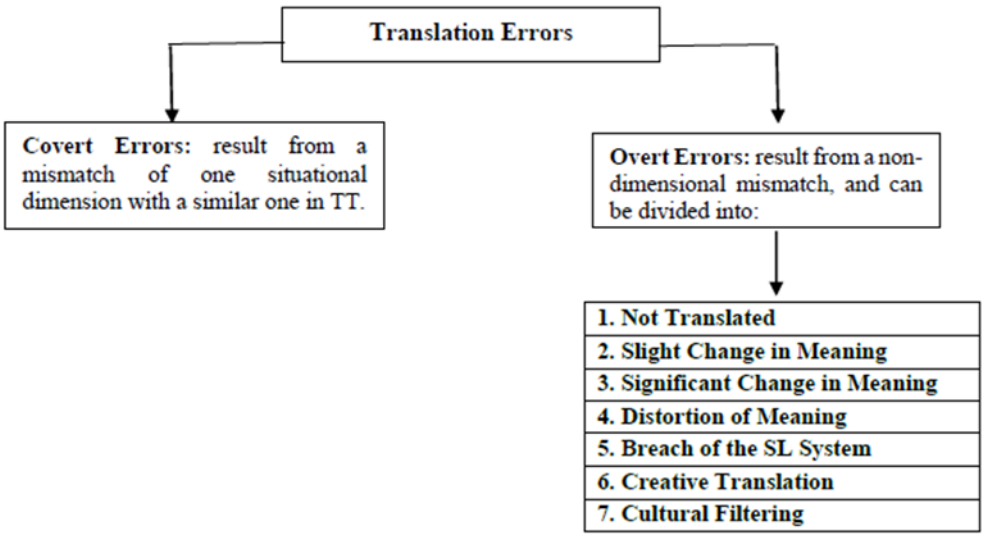

Figure 14. House's scheme for translation
Source: errors (1997, p.108)

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Despite these benefits, translation is often overlooked in Turkish ELT curricula due to its association with grammar-translation methods (Larsen-Freeman, 2000). However, contemporary approaches advocate for its context-sensitive integration to enhance communicative competence, cognitive engagement, and learner autonomy (Hall & Cook, 2012). Teacher education programs should promote a principled approach to translation, incorporating activities like contrastive error analysis, paraphrasing and reformulation tasks, and comparative reading assignments. When strategically implemented, translation serves as a cognitive bridge, supporting both explicit and implicit language learning and fostering deeper linguistic awareness among Turkish EFL learners.

2.5.1.1. Machine Translation (AI) in English Language Teaching: An Emerging Pedagogical Paradigm

The rapid advancement of technology has significantly transformed educational practices across various disciplines, and English Language Teaching (ELT) is no exception to this trend. In particular, artificial intelligence (AI) and machine translation

(MT) technologies are playing an increasingly prominent role in reshaping how language instruction is conceived and delivered within contemporary educational frameworks. As Hall (2003) observes, the evolution of instructional technologies has broadened the ways in which learners engage with and access knowledge, thereby facilitating a more interactive and dynamic learning environment. The rise of digital platforms and virtual tools has rendered education more flexible, diverse, and inclusive, addressing the growing demand for immediate access to information and the necessity to transcend geographical limitations. This shift is further propelled by a collective push toward learner-centered approaches, which emphasize active participation and personalized learning experiences (Smart & Cappel, 2006). Within this expansive landscape, AI-powered MT tools are gaining recognition as invaluable assets for language learning and instruction, offering new opportunities for both educators and students to enhance their linguistic capabilities.

AI, often heralded as one of the most transformative innovations of the 21st century, is defined by its remarkable capacity to simulate human cognition, encompassing processes such as learning, reasoning, and language comprehension (Sindermann et al., 2021; Xiaohong & Yanzheng, 2021). Its applications in education are multifaceted and can be categorized into three primary domains: learner-facing, teacher-facing, and system-facing tools (Pokrivčáková, 2019). Each of these categories contributes to a more personalized and efficient learning experience, enabling educators to tailor their instructional strategies to meet diverse learner needs. AI tools facilitate automated feedback, data-driven instruction, and adaptive learning environments, all of which significantly enhance pedagogical effectiveness. Importantly, these technologies are not merely technical appendages; rather, they are becoming integral components of the instructional design process, particularly within the realm of language education. This integration underscores the necessity for educators to adapt their teaching methodologies to incorporate these advanced tools, thereby enriching the educational experience for all stakeholders involved.

In the context of ELT, machine translation tools such as Google Translate, DeepL, and, more recently, advanced language models like ChatGPT have revolutionized the use of translation in the classroom. Traditionally viewed as mechanical aids for decoding foreign texts, MT tools now provide outputs characterized by significantly improved fluency, contextual accuracy, and stylistic variety, thereby transforming the pedagogical

landscape (Baker, 2011). This evolution has sparked renewed interest in translation as a valuable pedagogical resource rather than merely a last-resort comprehension tool. The scope of machine translation in ELT has expanded beyond simple lexical substitution to include richer forms of language engagement, allowing educators to harness these tools to facilitate deeper linguistic insights and foster critical thinking among learners. By encouraging students to engage with translated texts, educators can cultivate a more profound understanding of language structures and cultural nuances, thereby enhancing overall language proficiency.

Numerous studies underscore the pedagogical benefits of AI-based MT in language learning contexts. For instance, Xu et al. (2019) report that MT tools enhance reading comprehension by providing quick access to meaning and context, thereby facilitating a more efficient learning process. Similarly, Noviyanti (2020) highlights their role in supporting automated pronunciation correction, while Kim (2019) emphasizes their contribution to grammatical reinforcement through iterative exposure. These applications not only provide learners with immediate and personalized feedback but also empower them to explore language in a more autonomous manner, building metalinguistic awareness through the comparison of original texts and their translated versions. Such engagement fosters a deeper understanding of linguistic concepts and encourages students to take ownership of their learning journey, aligning with contemporary educational paradigms that prioritize learner agency and self-directed learning.

At a broader instructional level, MT tools support a wide array of educational functions that extend beyond mere translation. According to Pokrivčáková (2019), they are integral to the development of intelligent tutoring systems, personalized learning path design, and predictive analytics. These capabilities allow educators to tailor content to individual learner profiles, addressing varying levels of proficiency, learning styles, and motivational factors. By doing so, MT technologies create a more inclusive and differentiated learning environment where learners engage with content that is both challenging and accessible. The integration of MT into ELT can thus be viewed as an extension of universal design for learning principles, promoting equity and adaptability in instructional practices. This approach not only enhances the learning experience for diverse student populations but also aligns with the broader educational goal of fostering inclusive and equitable learning environments.

Despite their numerous advantages, AI-based MT tools also present noteworthy limitations that warrant careful consideration. Chief among these is their ongoing struggle

with idiomatic expressions, cultural nuances, and context-dependent language use, which can lead to superficial learning outcomes if MT outputs are accepted at face value without critical engagement (Annamalai et al., 2023). While AI can simulate emotional expression, it lacks authentic emotional intelligence, thereby limiting its capacity to respond to learners in genuinely empathetic and human-centered ways. Wang et al. (2023) further caution that AI-generated responses often exhibit a mechanical quality, raising concerns about the depth of learner interaction and the authenticity of the language learning experience. These limitations underscore the necessity for educators to approach the use of MT tools with a critical mindset, ensuring that students are equipped to engage with these technologies thoughtfully and reflectively.

Given these challenges, it is crucial that AI-based MT tools are employed as complementary resources rather than replacements for traditional language instruction. As Yoldaş (2022) emphasizes, educators must not only embrace technological innovation but also develop the digital literacy required to utilize such tools judiciously. This necessitates a reconceptualization of the teacher's role—from a mere transmitter of knowledge to a facilitator of critical engagement. Educators should model strategies for questioning, refining, and interpreting MT outputs, guiding students toward a deeper understanding of language structures, semantic subtleties, and cultural conventions. By fostering an environment where critical thinking is encouraged, teachers can help students navigate the complexities of language learning in the digital age.

Pedagogical strategies such as post-editing, where learners revise AI-generated translations, can effectively address the limitations of MT tools. These practices not only foster critical thinking and translation literacy but also encourage students to actively compare machine output with human-like alternatives, thereby enhancing their analytical skills (Crompton et al., 2024). Cross-version analysis, in which learners evaluate different MT versions of the same text, further enriches their ability to identify linguistic variation and contextual appropriateness. Such strategies not only strengthen learners' linguistic competencies but also cultivate reflective and strategic learning habits, empowering students to become more adept language users.

Moreover, the presence of AI in language learning contexts can significantly support learner autonomy and self-regulation. By providing immediate access to multilingual resources and translation tools, AI empowers learners to take initiative in their language development, fostering a sense of ownership over their learning process. This aligns with constructivist and socio-cognitive theories of learning, which emphasize

the importance of agency, interaction, and scaffolded exploration in educational settings (Brusilovsky & Millán, 2007). These theoretical perspectives assert that learners actively construct knowledge through meaningful engagement with content, peers, and contextual feedback. In adaptive hypermedia and educational systems, this translates into personalized learning experiences that dynamically adjust to the learner's needs, preferences, and progress.

By incorporating learner modeling, adaptive systems can scaffold users' cognitive development in real time—providing appropriate challenges, just-in-time feedback, and adaptive navigation support. Such systems embody the socio-cognitive emphasis on metacognition and self-regulation, enabling learners to reflect on their own learning strategies and outcomes. The constructivist principle of learner-centeredness is operationalized through mechanisms such as adaptive content sequencing, differentiated tasks, and interactive simulations, all of which aim to promote deeper understanding and sustained engagement. In this way, adaptive hypermedia not only reflects but actualizes these theories within digital learning environments. Through the thoughtful integration of AI-based MT tools, learners can transition from passive recipients of information to active participants in constructing their linguistic knowledge, thereby enhancing their overall educational experience.

In conclusion, AI-powered machine translation is reshaping the landscape of English Language Teaching in profound and multifaceted ways. When employed thoughtfully and strategically, these tools have the potential to enrich instruction, support language development, and promote learner autonomy. However, it is imperative that their integration occurs within a critical pedagogical framework that emphasizes awareness of their limitations and encourages reflective engagement. As Crompton et al. (2024) argue, students must be equipped with the critical competencies required to navigate and evaluate AI-generated language effectively. In this light, machine translation in ELT should not be viewed as an endpoint but rather as a means—a powerful ally in the development of thoughtful, informed, and adaptive language learners who are prepared to thrive in an increasingly interconnected and technologically advanced world.

2.5.2. Linguistic Proximity and Translation Expectations in Indo-European Contexts for Turkish ELT Pedagogy

In the vibrant and multifaceted domain of English Language Teaching (ELT) within the Turkish educational context, the act of translation transcends its utilitarian

function as a mere conduit for conveying meaning between linguistic codes. Instead, it serves as a profound and revealing mirror, reflecting the intricate tapestry of structural relationships – or, indeed, the significant disconnections – that characterize the diverse landscape of linguistic systems. For Turkish student-teachers embarking on their journey to become educators of English, the engagement with Indo-European languages, particularly those belonging to the Romance family, introduces a layer of perceptual and pedagogical complexity that warrants careful consideration. These languages, with their superficial allure of seeming more transparent or intuitively accessible than English itself, often present this initial impression due to readily apparent surface-level lexical overlaps and a shared heritage in Latinate vocabulary. However, it is imperative to recognize that lurking beneath this seemingly straightforward surface lies a far more intricate and nuanced reality characterized by significant grammatical, morphological, and phonological divergence. This underlying complexity demands critical examination and thorough exploration within the formative experiences of teacher education programs, ensuring that future educators are equipped to navigate these linguistic intricacies effectively.

The concept of linguistic proximity occupies a central and pivotal role in this crucial discussion. This notion, often meticulously measured through a range of analytical tools encompassing cognate recognition, systematic phonological mapping, and insightful typological comparison, extends beyond a mere subjective or perceptual phenomenon. Rather, linguistic proximity constitutes a statistically quantifiable feature inherent in the relationships between different languages. In second language acquisition research, the closeness between languages, known as psychotypology or cross-linguistic similarity, significantly affects the errors learners make. This impact is prominent in vocabulary transfer, tense selection, aspect usage, and sentence structure formation. Turkish ELT students, with a native Turkic language linked to the Ural-Altaic grouping, face the dual task of strategically transferring linguistic features while also overcoming the structural and historical gaps separating their language from English and other Indo-European relatives.

The provided image (Figure 15) furnishes a compelling microcosm of linguistic phylogeny, meticulously cataloging the reflexes of the Proto-Indo-European (PIE) root ‘’ *$h_2$stḗr- ‘’ ("star") across a diverse and geographically dispersed array of its descendant languages. This synoptic presentation serves as an invaluable heuristic for illustrating the fundamental tenets of historical-comparative linguistics, affording a tangible glimpse into

the diachronic evolution and interrelationship of this expansive language family. By juxtaposing the synchronic instantiations of a single, semantically stable lexical item, the table facilitates an empirical exploration of the systematic phonetic shifts, morphological adaptations, and instances of lexical continuity that have characterized the ramification of these languages over extensive temporal scales. The selection encompasses a significant breadth of the Indo-European linguistic landscape, ranging from the archaic vestiges preserved in Sanskrit to the contemporary vernaculars spoken across vast swathes of Eurasia, thereby rendering an otherwise abstract construct of linguistic relatedness empirically accessible.

The structured collation of these cognates not only attests to the shared genetic inheritance of these languages but also vividly underscores the inexorable and often nuanced processes of linguistic diachrony. Scrutiny of the subtle phonological transformations affecting the initial segments, vocalic nuclei, and terminal morphemes of the lexeme "star" as it manifests across disparate linguistic branches permits the formulation of preliminary hypotheses regarding the regular sound correspondences meticulously documented by historical linguists. For instance, the discernible prevalence of forms exhibiting an initial sibilant (e.g., Sanskrit *Str-*, French *Étoile* – exhibiting subsequent prosthetic development, Italian *Stella*, German *Stern*) alongside those retaining the initial *st-* cluster (e.g., Gothic *Stairno*, Dutch/Afrikaans *Ster*, Norwegian/Danish *Stjerne*) alludes to early dialectal variations within Proto-Indo-European or subsequent, branch-specific phonetic innovations. The sporadic emergence of seemingly divergent forms, such as the French *Étoile*, necessitates a more granular investigation into the potential influence of substratal effects, adstratal borrowing, or instances of independent lexical innovation, thereby serving as a salient reminder that linguistic trajectories are not invariably characterized by linear descent from a monolithic proto-form.

Furthermore, the strategic inclusion of linguistic representatives from a panoply of Indo-European sub-families – encompassing Indo-Aryan (Sanskrit, Hindi-Urdu), Romance (French, Italian, Spanish, Portuguese/Galician, Romanian/Venetian, Catalan, Asturian/Leonese), Germanic (Gothic, German, Scots, Icelandic, Faroese, Dutch/Afrikaans, Norwegian/Danish, Swedish), Celtic (Welsh, Cornish), Hellenic (Greek – exhibiting idiosyncratic phonological evolution), Iranian (Persian, Pashto, Kurdish, Armenian) – provides a robust cross-section for rigorous comparative analysis. This taxonomic breadth permits insightful observations regarding the relative degrees of

linguistic conservatism and innovation exhibited by different phylogenetic clades. For example, the Germanic languages demonstrably retain a form exhibiting considerable phonetic proximity to the reconstructed Proto-Indo-European ‘’*h₂stḗr-‘’, whereas the Romance languages have undergone more substantial phonological and morphological restructuring, frequently involving the accretion of a prothetic vowel, as evidenced in the French and Italian instantiations.

In essence, this seemingly unassuming tabular array functions as both a potent pedagogical instrument and a concise corpus for scholarly inquiry within the domain of historical linguistics. It offers a tangible and readily comprehensible entry point for apprehending the foundational principles governing linguistic relatedness and diachronic change, including the concepts of cognition, systematic sound correspondence, and the hierarchical structure of language family trees. By presenting concrete exemplars of lexical evolution across a broad spectrum of genetically related languages, the image fosters a deeper appreciation for the intricate and interconnected history of human communicative systems and the enduring vestiges of our shared linguistic ancestry embedded within the fabric of everyday lexicon. The observed patterns of convergence and divergence inherently invite further granular investigation into the specific phonological rules and historical contingencies that have mediated the transformations documented, thereby laying a crucial foundation for a more comprehensive and nuanced understanding of Indo-European linguistic prehistory and its subsequent diversification.

The differential retention and innovation of the PIE ‘’ *h₂stḗr- ‘’ across these daughter languages further elucidates the complex interplay of internal linguistic pressures and external influences that shape language evolution. The semantic stability of the core concept ("star") across such a wide temporal and geographical distribution underscores the fundamental role of shared cultural and cognitive universals in linguistic inheritance. However, the divergent phonetic and morphological pathways illustrate the cumulative effect of minute, systematic changes over time, leading to the rich tapestry of linguistic diversity observed in the modern Indo-European world. This visual representation not only confirms established linguistic relationships but also serves as a springboard for formulating hypotheses about the specific sound laws and analogical processes that have driven these transformations in each branch, highlighting the dynamic and ever-evolving nature of human language.

Sanskrit	Str-	**Hindi-urdu**	Tara
French	Étoile	**Greek**	astēr
Italian	Stella	**Romanian/Venetian**	Stea
Gothic	Stairno	**Armenian**	Astl
German	Stern	**Dutch/Afrikaans**	Ster
Scots	Starn	**Norwegian/Danish**	Stjerne
Icelandic	Atjarna	**Swedish**	Stjärna
Faroese	Stjørna	**Persian**	Setāre
Pashto	Stoorei	**Welsh**	Seren
Cornish	Steren	**Catalan**	Etsel
Spanish	Estrella	**Asturian/Leonese**	Estrella
Portuguese/Galician	Estrela	**Kurdish**	estêre or stêrk

Figure 15. Example cognates for the word ‘’Star’’ in Indo-European Languages
Source: Kimsesiz, 2012

Turkish, as an agglutinative language, boasts its own unique set of defining characteristics, most notably its highly regular system of suffixation, the pervasive influence of vowel harmony, and the notable absence of certain phonemes that are common in Indo-European languages, such as diphthongs and the voiced “th” sound, as documented by Demircioğlu (2015). These fundamental features stand in sharp and often stark contrast to the structural and phonological profiles of Indo-European languages, particularly in crucial areas such as word formation processes, the hierarchical organization of syntactic elements, and the overall range of phonological possibilities. This inherent structural gap can frequently lead Turkish learners to misinterpret superficial linguistic similarities or to inappropriately apply form-function mappings during translation tasks. To illustrate, while a word in French or Spanish might exhibit a superficial resemblance to its English counterpart in written form, the underlying differences in inflectional patterns, grammatical gender assignment, or even subtle pragmatic usage can readily result in translation output that lacks the necessary nuance, precision, or contextual accuracy. This challenge is further compounded when learners attempt to engage in back-transferring linguistic structures into Turkish, where such grammatical or lexical features may be entirely absent from the native linguistic system, as highlighted by Erarslan & Hol (2014).

Further complicating this intricate linguistic landscape is the enduring and often animated scholarly debate surrounding the potential existence of any legitimate genetic

relationship between the vast Indo-European language family and the Uralic (or the broader Altaic) language groupings (Silobrčić, 2023). Pioneering historical linguistic work undertaken by esteemed figures such as Illich-Svitych (in his extensive publications spanning 1967 and 1971–1984) and Ringe (1998) has diligently attempted to identify deep-rooted lexical or phonological correspondences that might hint at a shared ancestral origin. However, the prevailing sentiment within most contemporary scholarship remains largely skeptical of these proposed connections. Furthermore, rigorous computational studies employing sophisticated probabilistic models (for instance, the work of Kessler & Lehtonen, 2006) have thus far failed to establish a compelling and statistically significant case for a common linguistic ancestor. For teacher-educators involved in the training of future ELT professionals, this ongoing debate holds significance not for the pursuit of genealogical purity in language classification but rather for fostering a crucial recognition of the inherent limits of intuitive linguistic transfer. The mere fact that two languages might share certain superficial phonological or lexical coincidences does not, by any means, imply that they also share compatible underlying grammatical logic – a critical awareness that should fundamentally inform the way in which translation is taught, approached, and ultimately evaluated within ELT programs.

This inherent tension that exists between the perceived familiarity of certain linguistic features and the underlying reality of structural divergence gives rise to what can aptly be termed an "illusion of accessibility" – a phenomenon wherein linguistic elements that appear superficially familiar can inadvertently lull learners into a state of overconfidence regarding their comprehension and ability to accurately transfer meaning. Within the context of translation activities, this illusion often manifests itself in various ways, including an overreliance on direct lexical equivalents without sufficient consideration of context, the production of semantic approximations that lack precise alignment with the source text, or a neglect of the specific linguistic and stylistic conventions that govern different genres of discourse. Without explicit and targeted instruction that addresses the complexities of false friends (words that look or sound similar but have different meanings), the crucial need for contextual adaptation in translation, and the often subtle differences in contrastive syntax across languages, student teachers may unknowingly produce target texts that, while perhaps semantically plausible on a superficial level, are nevertheless functionally misaligned with the expectations and norms of native language usage. This issue carries direct and significant pedagogical implications: if future teachers themselves are not adequately trained to recognize and

effectively navigate these potential pitfalls, they may subsequently struggle to effectively scaffold their own learners' development of a nuanced understanding of cross-linguistic relationships and the intricacies of accurate translation.

Recent advances in computational linguistics further clarify how linguistic proximity can be assessed and operationalized. Mitkov et al. (2007) identify three principal areas of cognate identification research—**orthographic**, **phonetic**, and **semantic**—each of which contributes to a more nuanced understanding of cross-linguistic similarity. These approaches help explain why some language learners perceive certain lexical items as familiar or transferable, even when deeper structural or functional differences persist. For Turkish ELT student-teachers engaging in translation, such familiarity may stem not from actual language competence but from superficial visual or auditory resemblance, reinforcing the need for critical awareness in translation training. By introducing these identification frameworks into pedagogy, educators can help learners distinguish between surface-level similarities and true linguistic equivalence.

To effectively address these multifaceted issues and cultivate a deeper understanding of cross-linguistic dynamics, ELT programs should wholeheartedly embrace and implement a more systematic and comprehensive approach to contrastive analysis across diverse language families, extending beyond the traditional focus solely on Turkish-English pairings. Engaging in translation tasks that involve a range of Indo-European languages – whether these serve as source texts for translation into English or Turkish, as valuable reference models for comparison, or as integral components of comparative linguistic exercises – can significantly contribute to exposing student teachers to the subtle yet crucial variations in register, the diverse expressions of modality, and the inherent syntactic flexibility that characterizes different linguistic and cultural contexts. Furthermore, the incorporation of robust analytical tools, such as the practice of back-translation to assess semantic equivalence, detailed lexical mapping to identify nuances in word meaning, and systematic error annotation to pinpoint common areas of difficulty, can effectively sharpen student-teachers' awareness of the intricate ways in which linguistic form is deeply embedded within communicative function, and how meaning is shaped not only by the selection of vocabulary but also by underlying cultural expectations and the overarching structure of discourse.

Moreover, the deliberate inclusion of translation activities involving Indo-European languages within ELT curricula holds the potential to cultivate a heightened sensitivity towards the intricate interplay between language and culture. By grappling with

texts that are deeply embedded in specific cultural contexts, student-teachers can begin to appreciate how linguistic choices are often shaped by underlying cultural norms, values, and communicative practices. This exposure can foster a more nuanced understanding of the challenges inherent in cross-cultural communication and the crucial role that translation plays in bridging these cultural divides. Furthermore, engaging with a variety of text types and genres from different Indo-European language traditions can broaden student teachers' understanding of discourse conventions and stylistic variations, equipping them with a more versatile pedagogical toolkit for preparing their future students to navigate diverse communicative situations.

Furthermore, it is highly beneficial for student-teachers to be thoughtfully introduced to the evolving and increasingly sophisticated field of linguistic distance measurement. This burgeoning area of linguistic inquiry offers a valuable framework for conceptualizing the reasons behind why certain translation decisions might feel intuitively straightforward while others necessitate a more conscious and deliberate intervention informed by analytical understanding. Methodologies such as the calculation of Levenshtein distance (Levenshtein, 1965/66) (a measure of the similarity between two strings) or the systematic mapping of cognates across languages provide students with tangible ways to quantify their own intuitions about the perceived closeness or distance between languages – effectively transforming subjective perceptions into concrete pedagogical insight. Importantly, these analytical methods also serve as a crucial bridge connecting abstract linguistic theory with practical classroom application, thereby enriching translation training and transforming it into a more dynamic and intellectually stimulating space for the holistic development of both linguistic proficiency and effective teaching competence.

The integration of linguistic distance measurement into ELT programs can also empower student-teachers to develop a more informed and data-driven approach to error analysis in their future classrooms. By understanding the quantifiable differences between Turkish and English, as well as other Indo-European languages, future educators can better anticipate the types of errors their students might make and develop targeted pedagogical strategies to address these challenges effectively. This knowledge can move error correction beyond mere prescriptive grammar instruction towards a more nuanced understanding of the cognitive processes involved in second language acquisition and the influence of the learners' first language.

Finally, and perhaps most crucially, it is absolutely essential to seamlessly integrate the practice of metacognitive reflection into the fabric of translation instruction within ELT programs. Student-teachers should be actively encouraged to engage in the process of critical self-assessment, considering not only the specific content they are translating but also the underlying rationale behind their choices of particular linguistic structures and how their own native language (L1) may have subtly or overtly shaped those decisions. The implementation of structured commentaries on their translation processes and guided reflection activities can serve as powerful tools for revealing often unconscious linguistic assumptions, fostering a heightened sense of self-awareness regarding their own cognitive processes, and ultimately encouraging the development of flexible and adaptable thinking – an invaluable asset for future educators who will inevitably operate across diverse and often challenging linguistic boundaries.

In summation, the profound pedagogical value inherent in the concept of linguistic proximity within the context of Turkish ELT lies not in naively simplifying the complex act of translation but rather in intelligently problematizing it. By thoughtfully treating the superficial familiarity offered by Indo-European languages not as a basis for simplistic assumptions but as a rich and fertile ground for intellectual inquiry and critical exploration, Turkish ELT programs can significantly enhance their capacity to equip future educators with the critical thinking skills, the nuanced intercultural sensitivity, and the deep linguistic awareness necessary to effectively navigate the full and transformative pedagogical potential that the multifaceted practice of translation holds within the language learning process.

2.5.3. Autonomous Learning and Translation Strategies

Learner autonomy, emphasizing students' ownership of their learning through self-regulation and critical thinking (Little, 1991; Benson, 2011), is a central theme in foreign language education. In the Turkish ELT context, where English exposure is often limited, translation-based strategies can catalyze autonomous learning. When used self-directedly, translation helps learners develop problem-solving skills, enhance comprehension, and deepen engagement with resources.

Translation facilitates autonomous learning by providing cognitive scaffolding (Vygotsky, 1978). It allows learners to construct meaning through cross-linguistic analysis, supporting both comprehension and production (Cook, 2010). Self-directed translation tasks, like summarizing news articles or keeping bilingual journals, develop

analytical thinking and linguistic self-awareness. Translation also bridges formal and informal learning, extending English exposure beyond the classroom. Research indicates that Turkish EFL students frequently engage in self-translation while interacting with English media, consciously translating content to internalize vocabulary and linguistic structures. This practice enhances their language proficiency by fostering deeper cognitive engagement and facilitating the retention of new linguistic forms (*Genç G et al., 2018 & Mutlu-Gülbak, G, 2015).*

Beyond linguistic competence, translation strengthens metacognitive awareness (Wenden, 1998). In Turkish ELT, translation can be integrated into self-regulated learning, encouraging learners to set personalized goals, employ selective translation, and engage in reflective translation journals. For example, bilingual reading annotation improves inferencing and comprehension, while summary translation promotes conceptual understanding and paraphrasing, which is crucial for academic writing.

Despite its benefits, self-directed translation has challenges. Learners may become over-reliant on direct translation (Macaro, 2010), and lower-proficiency students may struggle with accurate equivalents. To mitigate this, teachers should guide effective translation strategies, emphasizing inferencing over word-for-word translation, using English dictionaries, and applying paraphrasing. By balancing translation with communicative practice, Turkish EFL learners can maximize its benefits while minimizing drawbacks, fostering greater autonomy and self-regulation.

Table 9.
A side-by-side comparison table presented

Student	No. of errors using conventional resources	No. of errors using corpus
1	4	0
2	5	1
3	5	1
4	5	3
5	3	2
Total	**22**	**7**

The analysis of translation errors provides valuable empirical data for evaluating the effectiveness of different translation methodologies and resources (Bowker, 2002; O'Brien, 2008). By systematically identifying and quantifying errors produced using various approaches, researchers can gain insights into the strengths and weaknesses of these methods and their impact on translation quality. This type of comparative error

analysis can inform pedagogical practices, the development of translation tools, and the broader understanding of the translation process itself.

Table 9, "A comparison of the number of translation errors made using conventional resources and the number made using corpus-based resources," presents a quantitative comparison of translation errors produced by five students when utilizing two different types of resources. The first condition involves the use of "conventional resources," which typically include standard dictionaries, grammar books, and potentially online search engines. The second condition involves the use of "corpus-based resources," which leverage large collections of real-world texts in both the source and target languages to identify typical linguistic patterns, collocations, and contextualized examples of language use. The table provides the number of errors made by each individual student under both resource conditions, as well as the total number of errors across all students for each condition.

The data in the table reveals a notable difference in the number of translation errors produced depending on the type of resource employed. Across the five students, the total number of errors made when using conventional resources is 22. In contrast, the total number of errors made when using corpus-based resources is significantly lower, totaling only 7. This suggests that, in this specific context and for these particular students, the utilization of corpus-based resources led to a substantial reduction in the number of translation errors. This finding potentially highlights the advantages of corpus-based resources in providing authentic and context-rich linguistic information that can aid translators in making more accurate and natural translation choices. The observed difference in error rates between the two resource types raises important questions about the impact of different translation tools and methodologies on translation quality, paving the way for further investigation and discussion within the broader field of translation studies, particularly in relation to comparative research on translation processes and outcomes.

2.6. Comparative Research: Theoretical Foundations and Methodologies

Comparative research is a methodological approach widely used in social sciences, education, and policy analysis to examine and understand similarities and differences across various entities such as countries, cultures, institutions, or historical periods. This approach is crucial for identifying patterns, causal relationships, and the impact of different variables across different settings. Comparative research often employs both

qualitative and quantitative methods to ensure a robust analysis, making it an invaluable tool for researchers seeking to draw conclusions that are applicable beyond a single case. By analyzing multiple cases, comparative research allows scholars to control for specific variables and make generalizations that might not be evident from studying a single case on its own.

The intellectual foundations of comparative research within the social sciences are deeply rooted in the pioneering work of early sociological theorists, most notably Émile Durkheim and Max Weber, whose methodological innovations involved systematic cross-contextual analysis to unravel the complexities of social phenomena. Durkheim (1897), in his groundbreaking treatise *Le Suicide,* transcended individualistic explanations of self-destruction by meticulously comparing suicide rates across diverse national contexts and religious affiliations. His analysis revealed the profound influence of varying levels of social integration and normative regulation on the propensity for suicide, thereby establishing the significance of macro-social forces in shaping individual behavior, a cornerstone of comparative sociological inquiry.

Similarly, Max Weber (1905), through his ambitious comparative thesis study of global religious traditions, sought to delineate the intricate interplay between cultural values and socio-economic development. His seminal work, *Die protestantische Ethik und der 'Geist' des Kapitalismus,* famously posited that the ascetic principles and emphasis on worldly success inherent in the Protestant ethic played a crucial, albeit unintended, role in fostering the rationalized ethos conducive to the emergence and expansion of Western capitalism. By contrasting this historical trajectory with the socio-economic landscapes of regions dominated by different religious belief systems, Weber underscored the power of cultural factors in shaping distinct patterns of social and economic organization.

These seminal contributions by Durkheim and Weber not only provided substantive insights into specific social phenomena but also laid a crucial methodological framework for subsequent generations of social scientists. Their emphasis on systematic comparison across different social units – be they nations, regions, or religious groups – established the analytical rigor and explanatory potential of cross-contextual examination. This early emphasis on identifying patterns, variations, and causal mechanisms across diverse settings has profoundly shaped the trajectory of modern comparative research, solidifying its position as an indispensable tool for understanding intricate social processes and testing theoretical propositions with enhanced generalizability (Ragin, 1987; Skocpol & Somers, 1980; Tilly, 1984). The legacy of these foundational thinkers continues to

inform contemporary comparative studies across a wide range of sociological subfields, highlighting the enduring importance of contextual variation in explaining social outcomes.'

In contemporary research, comparative methods have evolved significantly, integrating advancements in statistical techniques and data collection methods. Researchers now have access to vast datasets that allow for more sophisticated and nuanced comparisons. Quantitative comparative research often involves the use of statistical models to compare large datasets across countries or regions, identifying trends and correlations that might indicate causal relationships. Qualitative comparative research, on the other hand, focuses on in-depth case studies, using methods such as interviews, content analysis, and ethnography to explore the nuances and particularities of each case. The combination of these methods, known as mixed-methods research, has gained increasing popularity among field researchers as it allows for a more comprehensive understanding of subject matters.

One of the main challenges in comparative research is ensuring the comparability of the cases being studied. This involves selecting cases that are similar enough to warrant comparison but different enough to reveal significant insights. Researchers must also be wary of cultural biases and the potential for ethnocentrism, which can distort findings. Furthermore, the operationalization of concepts across different contexts can be problematic, as terms and categories may not have equivalent meanings in different cultural or institutional settings. Despite these challenges, when conducted rigorously, comparative research can yield valuable insights that are applicable across a wide range of disciplines.

The application of comparative research extends beyond the social sciences to fields such as education, where it is used to compare educational systems, curricula, and learning outcomes across different countries. For example, comparative education research might examine how different teaching methods impact student achievement in different institutional contexts, or how policy reforms in one country can inform similar efforts in another. In political science, comparative research is essential for understanding how different governance structures, electoral systems, or public policies influence political behavior and outcomes. The findings from such research aim to inform policy decisions and contribute to the development of best practices that can be adapted to various contexts.

Therefore, comparative research offers a potentially valuable methodological tool for investigating complex social, political, and educational phenomena. By examining multiple cases across diverse contexts, researchers can identify patterns, explore theoretical frameworks, and develop generalizations that may contribute to a richer understanding of the subject. While methodological challenges, such as ensuring comparability and mitigating potential biases, must be carefully considered, the potential of comparative research to advance knowledge and inform policy is significant. As global interconnectedness increases, the importance of comparative research for understanding the dynamics of global processes and their local manifestations is likely to grow.

2.6.1. Comparative Research in English Language Teaching (ELT)

Comparative research in the field of English Language Teaching (ELT) is a vital approach that allows educators, policymakers, and researchers to examine the effectiveness of different teaching methodologies, curricula, and educational policies across diverse contexts. By comparing various educational systems, classroom practices, and learner outcomes, comparative research provides insights into how different factors influence language acquisition and proficiency. This approach is particularly important in ELT, where language learning is influenced by a multitude of variables, including cultural background, socio-economic status, and educational policies.

Through systematic comparison, researchers can identify best practices and develop strategies that can be adapted to improve language teaching and learning in different settings. The roots of comparative research in ELT can be traced back to the early development of language teaching methodologies, where scholars sought to understand how different approaches, such as the Grammar-Translation Method, the Direct Method, and later, Communicative Language Teaching, affected language acquisition. Early comparative studies often focused on contrasting the outcomes of these methodologies in different cultural and educational contexts, seeking to determine which methods were most effective in promoting language proficiency. Over time, the scope of comparative research in ELT has expanded, incorporating not only teaching methods but also factors such as teacher training, classroom management, and the role of technology in language education. In the modern ELT landscape, comparative research has become increasingly sophisticated, utilizing both qualitative and quantitative methods to explore a wide range of issues.

Quantitative studies involve large-scale assessments, such as standardized language tests, to compare learner outcomes across different countries or regions. For instance, comparative research might analyze how different instructional strategies impact students' performance on international exams like the TOEFL or IELTS. Qualitative comparative research, on the other hand, delves into the intricacies of language learning and teaching in specific contexts, employing methods such as classroom observations, interviews, and case studies. This mixed-methods approach allows researchers to gain a more comprehensive understanding of how various factors contribute to successful language learning.

One of the significant challenges in conducting comparative research in ELT is ensuring the comparability of the educational contexts being studied. Language learning is deeply embedded in cultural and institutional frameworks, making it essential for researchers to carefully select comparable cases. For instance, comparing English language learning in a monolingual country with that in a multilingual context requires careful consideration of the linguistic environment and educational policies. Additionally, researchers must be aware of the potential for cultural biases and the difficulty of translating educational concepts across different languages and cultures. Despite these challenges, well-designed comparative studies may provide valuable insights that enhance our understanding of effective language teaching practices across different contexts. Comparative research in ELT has wide-ranging applications, particularly in the development of educational policies and the improvement of teaching practices. For instance, comparative studies on teacher training programs can help identify the most effective methods for preparing teachers to handle diverse classroom environments. Similarly, research comparing the use of technology in language classrooms across different countries may inform decisions about integrating digital tools into ELT curricula. In a globalized world where English is now considered as a developing lingua franca**,** comparative research also plays a crucial role in understanding how different educational systems address the challenges of teaching English as a foreign or second language, and how these approaches can be adapted to localized or specialized needs.

Despite the growing interest in various aspects of English Language Teaching (ELT), there seems to be a notable gap in comparative research focusing on ELT teacher candidates' views on translation. Translation is a crucial component in many language teaching programs, often influencing both the pedagogical approaches adopted and the professional development of future teachers. However, comparative studies examining

how ELT teacher candidates across different regions or educational systems perceive the role of translation in their training and practice are scarce. This lack of comparative research limits our understanding of how varying educational contexts and cultural backgrounds shape these candidates' attitudes toward translation, its integration into language teaching methodologies, and its perceived effectiveness in enhancing language proficiency. Investigating these perspectives across diverse educational settings could provide valuable insights into the effectiveness of translation as a pedagogical tool, reveal regional differences in training practices, and inform the development of more nuanced and contextually relevant teacher preparation programs. Addressing this research gap is essential for advancing our knowledge of how translation is utilized in ELT and for improving the alignment between teacher training programs and the practical needs of language learners.

Comparative research in ELT can be considered as a powerful tool that enables educators and researchers to systematically explore the complexities of language teaching and learning across different contexts. By comparing educational practices, policies, and outcomes, this research approach contributes to the development of more effective language teaching strategies and the improvement of learner outcomes worldwide. While challenges such as ensuring comparability and avoiding cultural bias exist, the insights gained from comparative research are invaluable in advancing the field of ELT. As English continues to be a critical skill in the global economy, the role of comparative research in shaping effective language education practices will only grow in importance.

2.6.1.1. Comparative Research on Student Demographics in ELT

Comparative research focusing on student demographics in English Language Teaching (ELT) provides critical insights into how diverse learner characteristics influence language acquisition and instructional efficacy. This sub-branch investigates variables such as age, proficiency level, and learning style, which significantly affect educational outcomes. By examining how young learners' developmental stages differ from those of adult learners, researchers can identify age-appropriate teaching methods and materials. Young learners typically benefit from interactive and engaging activities, while adult learners often require more goal-oriented and contextually relevant content. Comparative studies in this area highlight the necessity for differentiated instructional approaches that cater to varying developmental and cognitive needs.

The study of translation is inherently intertwined with the complexities of multilingualism and multiculturalism. In societies where diverse linguistic communities coexist, the need for interlingual communication becomes paramount, and the role of translation as a bridge between these communities takes on significant social, cultural, and political dimensions (Bassnett & Lefevere, 1990; Venuti, 1995). Understanding the linguistic landscape of a particular region, including the distribution and diversity of mother tongues spoken, provides a crucial backdrop for examining the challenges and opportunities that translation studies face in such multicultural settings. The presence of multiple languages necessitates translation across various domains, including education, media, law, and everyday social interaction, each presenting its own unique set of complexities.

Table 10, "Distribution of human population speaking different mother tongues in Türkiye," provides a snapshot of the linguistic diversity within Türkiye based on data from the State Institute of Statistics in 1969. The table categorizes the reported mother tongues into several linguistic groups, including the Muslim Minority (with Turkish as the most prevalent), Latin Languages, Anglo-Saxon Languages, Slavic Languages, and Other Languages, alongside "Other Minority" languages. The data reveals a predominantly Turkish-speaking population, with a significant number of speakers of other mother tongues, including Kurdish, Arabic, Laz, and various other minority languages. The presence of these diverse linguistic communities underscores the inherent multilingualism of the Turkish context, even as early as 1969.

In such multicultural settings, Translation Studies is faced with a multitude of challenges. These challenges extend beyond the purely linguistic aspects of transferring meaning between languages to encompass navigating significant cultural differences, addressing issues of linguistic power dynamics between dominant and minority languages, and understanding the social and political implications of translation choices (Cronin, 2003). The translation of texts originating from or intended for speakers of minority languages may require specialized linguistic knowledge and a deep understanding of often marginalized cultural contexts. Furthermore, the availability of resources, translator training programs, and institutional support for translation involving these less widely spoken languages can be limited. The linguistic diversity illustrated in Table 1 highlights the complex and multifaceted landscape within which translation operates in Türkiye and underscores the critical role of Translation Studies in addressing the unique challenges and opportunities presented by such multicultural environments.

Subsequent discussions will likely delve deeper into these specific challenges and explore how Translation Studies can contribute to effective communication and cultural understanding in multilingual settings.

Table 10.
A distribution population table by mother-tongue groups

	Mother-tongue	Total population		Mother-tongue	Total population
Muslim Minority	Turkish	28,438,818	Latin Languages	French	3,302
	Abaza	4,563		Spanish	2,791
	Persian	948		Italian Romanian	2,926 406
	Arabic	365,340	Anglo-Sakson Languages	German	4,901
	Albanian	12,832		Dutch	366
	Bosnian	17,627		English	27,841
	Caucasian	58,339	Slavic Languages	Russian	1,088
	Georgian	34,330		Serbian	6,599
	Kurdish	2,219,502		Bulgarian	4,088
	Kirman	45	Slavic Languages	Czechoslovakian	168
	Kırdash	42		Croatian	45
	Laz	26,007		Swedish	292
	Pomak	23,138		Polish	110
	Zaza	1,506			
Other Minority	Armenian	33,094			
	Jewish	9,981			
	Hellenic	48,096	Other Languages		42,290
			Total		31,391421

Source: State Institute of Statistics, 1969

Source: (State Institute of Statistics, 1969).

Further exploration into proficiency levels reveals the importance of tailoring teaching strategies to match learners' language abilities. For instance, beginners may need more foundational instruction with a focus on basic vocabulary and grammar, whereas advanced learners might engage more with complex language structures and nuanced expressions. Comparative research can evaluate the effectiveness of different pedagogical approaches for each proficiency level, comparing methods such as immersive learning versus traditional classroom instruction. These studies are crucial for developing a more nuanced understanding of how proficiency impacts learning and how instructional practices can be adapted accordingly.

Additionally, research on learning styles within different demographic groups uncovers how personal preferences and cognitive styles influence language acquisition. For example, some students may thrive in visual learning environments, while others may excel through auditory or kinesthetic activities. Comparative studies that explore these preferences can inform the development of teaching strategies that address various learning styles. Understanding these differences allows educators to design more

personalized and effective language instruction that aligns with individual learner needs, ultimately enhancing educational outcomes.

Another important aspect of this sub-branch is examining the impact of socio-economic factors on language learning. Students from different socio-economic backgrounds may have varying levels of access to resources and educational support, which can affect their language acquisition processes. Comparative research can explore how these factors influence learning outcomes and identify strategies to bridge gaps in educational equity. For instance, studying the impact of supplementary educational resources or community support programs can provide insights into how socioeconomic factors shape language learning experiences.

Comparative studies on student demographics also consider the influence of cultural background on language learning. Cultural factors can affect learners' attitudes towards language education, their motivation, and their engagement with instructional content. Research that compares how different cultural contexts shape language learning can inform culturally responsive teaching practices. By understanding cultural influences, educators can create more inclusive and effective learning environments that respect and integrate students' cultural identities and values.

Overall, comparative research on student demographics in ELT provides essential insights into how various learner characteristics impact language instruction and acquisition. By examining age, proficiency levels, learning styles, socio-economic factors, and cultural backgrounds, researchers can develop more effective and responsive teaching strategies. This research is vital for addressing the diverse needs of learners and improving educational outcomes in different contexts.

2.6.1.2. Comparative Analysis of Academic Programs in ELT

Comparative research on academic programs within English Language Teaching (ELT) investigates the effectiveness of different educational frameworks and methodologies. This sub-branch examines how various pedagogical approaches, such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and the Grammar-Translation Method, influence language learning outcomes. Each methodology offers distinct advantages and challenges, and comparative studies can reveal which approaches are most effective in specific educational contexts. By analyzing the implementation and impact of these methods, researchers can identify best practices and areas for improvement in language instruction.

One key aspect of comparative analysis is evaluating how different academic programs address learner needs and instructional goals. For instance, CLT emphasizes interaction and communication as central components of language learning, whereas TBL focuses on completing meaningful tasks. Comparative research can assess how these approaches affect learner engagement, language proficiency, and overall success. Studies may compare the outcomes of CLT and TBL in various educational settings, providing insights into which methods are most effective in different contexts and how they can be adapted to meet specific instructional goals.

Another important area of comparison involves the integration of teacher training within academic programs. Effective teacher preparation is crucial for implementing pedagogical approaches successfully. Comparative research can explore how different programs prepare teachers to use methodologies like CLT or TBL, including aspects such as training content, instructional techniques, and ongoing professional development. By examining how teacher training influences the implementation of various methods, researchers can identify effective training practices and recommend improvements to enhance teaching quality.

Curriculum design is also a critical component of comparative research in academic programs. Different programs may offer varying curriculum structures, from traditional syllabus-based approaches to more flexible, learner-centered designs. Comparative studies can analyze how these curriculum structures impact student learning outcomes, engagement, and satisfaction. For example, research might compare the effectiveness of a rigid syllabus versus a more adaptable curriculum in promoting language acquisition and meeting learner needs.

Assessment methods used within academic programs are another area of interest. Comparative research can investigate how different programs assess language proficiency and learning progress, evaluating the effectiveness of various assessment tools and techniques. This includes examining standardized tests, formative assessments, and alternative evaluation methods. By comparing assessment practices, researchers can identify which approaches provide the most accurate and meaningful measures of learner achievement and progress.

Comparative analysis of academic programs in ELT offers valuable insights into the effectiveness of different pedagogical approaches, teacher training methods, curriculum designs, and assessment practices. By exploring these areas, researchers can identify best practices and areas for improvement, ultimately contributing to more

effective language teaching and learning. This research is essential for developing academic programs that better meet the needs of learners and improve educational outcomes.

2.6.1.3. Technology Integration in ELT Across Contexts

The integration of technology in English Language Teaching (ELT) represents a dynamic sub-branch of comparative research that examines how digital tools and resources impact language instruction and learning. This area of research explores the effectiveness of various technological innovations, including online learning platforms, digital resources, and interactive applications, and how they are utilized across different educational contexts.

One key focus of comparative research in this sub-branch is evaluating the effectiveness of different technological tools in enhancing language learning. For instance, researchers might compare the impact of interactive language apps versus traditional textbooks on learner engagement and proficiency. Studies may analyze how digital tools facilitate personalized learning experiences, support diverse learning styles, and provide access to a wide range of resources. By comparing the effectiveness of these tools, researchers can identify best practices for integrating technology into language instruction.

Another important aspect is examining how technology is incorporated into different educational settings and curricula. Comparative research can explore how various regions or institutions integrate digital resources into their ELT programs, including the extent of technology use, the types of tools employed, and the support provided to educators. For example, research might compare technology integration in high-resource versus low-resource settings, assessing how access to technology influences teaching practices and learner outcomes.

The role of teacher training in technology integration is also a critical area of comparative research. Effective use of technology in ELT requires that educators are adequately trained to incorporate digital tools into their teaching practices. Comparative studies can examine how different teacher training programs address technology integration, including the content of training programs, the quality of professional development, and the support provided to teachers. By evaluating these factors, researchers can identify effective training practices and recommend improvements to enhance educators' ability to use technology effectively.

The evolving landscape of translation studies is significantly shaped by the increasing integration of technology into both the practice and the study of translation (Kenny, 2017; Munday, 2016). While the core principles of translation remain rooted in linguistic and cultural understanding, the tools and resources available to translators and translation scholars have expanded dramatically in the digital age. This technological integration has opened new avenues for research, enhanced efficiency in translation workflows, and introduced new areas of inquiry within the field.

The proceeding table 11 provides an illustrative overview of various technological resources and applications that students of translation might encounter and utilize. These range from fundamental tools for text creation and management, such as word processing software and online document management systems, to more specialized resources like OCR technologies, speech recognition software, and terminology management tools. The inclusion of web editors, online and social bookmarking platforms, and Web 2.0 applications reflects the interconnected and collaborative nature of information access and dissemination in the digital era. Furthermore, the table highlights the role of language tools for browsers and machine translation systems, underscoring the increasing availability and sophistication of automated translation technologies. Finally, it touches upon areas like localization, corpora, and multimedia editing tools, indicating the diverse technological skills that are becoming increasingly relevant in the broader field of translation and multilingual communication.

While the specific technological tools listed in the table are subject to ongoing development and change, their presence underscores a fundamental shift in the way translation is approached and studied. The accessibility of vast digital resources, including online dictionaries, termbases, parallel corpora, and machine translation engines, presents both opportunities and challenges for translation studies. Researchers can leverage these resources for empirical investigations into translation processes and products, analyzing large datasets of translated texts and translator behavior. Pedagogically, these tools can be integrated into translator training to enhance students' research skills, terminology management abilities, and awareness of machine translation technologies. However, critical engagement with these resources is also essential, requiring students and scholars to develop a nuanced understanding of their capabilities and limitations, as well as the ethical considerations surrounding their use. The integration of technology thus represents a significant dimension of contemporary translation studies, influencing its methodologies, research foci, and pedagogical approaches.

Table 11.
Various online language learning applications for language topics.

Topics	**Programs / Applications / Tools**
Word processing Online communication Search Engines	Microsoft Word, Open Office Google Mail, Skype, Google Chat
Scanning texts and OCR technologies Speech recognition	ReadIris, Google OCR, Abby FineReader Windows Speech Recognition, Dragon Naturally Speaking 11, Dikte
Desktop Publishing Software	Microsoft Publisher, Scribd
Online document management systems	Google Documents, Zoho, Live Office
Web editors Online and Social Bookmarking	Nvu, Google Sites Google Bookmarks, delicious.com
Terminology Tools Translation Memories	Wordfast, Google Translator Toolkit, TRADOS
Web 2.0 Language Tools for Browsers	Facebook, Twitter, Tumblr, Pinterest, StumbleUpon, WordPress FoxLingo, LiquidWords, Logos
Machine Translation	Google Translate, Bing Translator, BabelFish, Systran
Localization Corpora and Translation	*Only theory through examples*
Sound Editing Image Editing Video Editing Open source applications	Audacity, GoldWave Picasa, Paint, GIMP Windows Movie Maker

Source: Şahin, 2013.

Furthermore, comparative research can investigate the impact of technology on learner outcomes across different contexts. Studies might explore how technology-enhanced instruction influences language proficiency, motivation, and learner engagement. For instance, research could compare the effectiveness of blended learning environments, which combine online and face-to-face instruction, with traditional classroom settings. Such comparisons help determine how different technological approaches contribute to or hinder language learning and provide insights into how technology can be leveraged to achieve better educational results.

Another critical aspect of comparative research in technology integration is examining the barriers and challenges associated with implementing digital tools in various educational contexts. These challenges can include issues related to infrastructure, such as limited access to reliable internet or digital devices, as well as pedagogical concerns, such as the alignment of technology with curriculum goals. Comparative studies can highlight how different regions or institutions overcome these challenges and adapt

technology to fit their specific needs. Understanding these barriers helps in developing strategies to address them and promote more equitable access to technological resources in ELT.

Comparative research on technology integration in ELT can offer valuable insights into the complex relationship between digital tools and language teaching and learning. By examining the effectiveness of various technological approaches, the ways in which technology is incorporated into diverse educational settings, the role of teacher training, the potential impact on learner outcomes, and the challenges encountered, researchers can develop strategies for promoting more effective and equitable technology use in language education. This research has the potential to contribute to the advancement of ELT practices and to ensure that technology serves to enhance, rather than detract from, the educational experience.

2.6.1.4. Sociocultural Influences on ELT Practices

Sociocultural influences represent a crucial sub-branch of comparative research in English Language Teaching (ELT), focusing on how societal attitudes, cultural values, and language policies shape teaching practices and learner experiences. This area of research examines the impact of sociocultural factors on language education and seeks to understand how these influences affect both instructional approaches and learner outcomes.

A critical dimension within sociocultural research in English Language Teaching (ELT) involves a nuanced exploration of how deeply ingrained cultural attitudes towards the English language exert a significant influence on pedagogical practices. The diverse spectrum of cultural perceptions regarding the value and utility of English can profoundly shape the very fabric of how it is taught and ultimately learned within specific societal contexts. For instance, in certain societies, English may be culturally positioned as a highly coveted and prestigious skill, often perceived as an indispensable prerequisite for achieving global success in academic, professional, and economic spheres. This elevated cultural valuation can translate into an educational emphasis on the cultivation of advanced language proficiencies and the application of English in sophisticated professional contexts. Conversely, other cultural frameworks might ascribe a comparatively lower level of criticality to English within the broader educational landscape, potentially leading to instructional priorities centered around the acquisition of basic communicative competence for everyday interactions. Engaging in rigorous

comparative studies across diverse cultural settings holds the potential to unveil the intricate ways in which these varying cultural attitudes permeate language instruction, thereby enabling the identification of effective strategies for harmonizing teaching methodologies with deeply held local values, beliefs, and expectations.

Furthermore, the realm of language policies constitutes another pivotal and inextricably linked factor in the domain of sociocultural research in ELT. Language policies, whether enacted at the national or regional level, possess the authority to dictate the formal status and role of English within the overarching educational system. These policy frameworks exert considerable influence over critical aspects such as curriculum design, the training and professional development of English language teachers, and the allocation of essential resources dedicated to ELT. Through the lens of comparative research, it becomes possible to meticulously examine the differential impacts of varying language policies on actual ELT practices. Such investigations might explore the extent to which English is seamlessly integrated into the broader academic curriculum, the level of support and professional development opportunities afforded to English language educators, and the overall prioritization of English language education within the national educational agenda. By rigorously analyzing the tangible effects of these diverse policy frameworks, researchers are empowered to generate evidence-based recommendations for policy enhancements and to advocate for the adoption of more efficacious and contextually relevant language education practices that are sensitive to the specific sociocultural realities of the learning environment.

Table 12.
Types of cultural information that teachers consider important.

Rank		N	Min	Max	Mean	Std. Dev.
1	Conversational norms and patterns in a variety of situations such as greeting, thanking, complimenting, apologizing, or requesting **(Pragmatic culture)**	33	3	5	**4.27**	.839
2	Daily life and routines **(Sociological culture)**	33	3	5	**4.06**	.747
3	Nonverbal communication norms in eye contact, gestures, personal space etc. **(Pragmatic Culture)**	33	2	5	**3.82**	1.044
4	Values and beliefs **(Sociological culture)**	33	2	5	**3.67**	.854
5	Customs, traditions, celebrations and festivals **(Sociological Culture)**	33	2	5	**3.64**	.962
6	Idiomatic expressions **(Semantic Culture)**	33	2	5	**3.58**	.969
7	Cultural semantics (cultural references in the meanings of words) **(Semantic Culture)**	33	2	5	**3.55**	.971
8	Film, music, drama and arts **(Aesthetic culture)**	33	2	4	**3.21**	.650
9	Literature **(Aesthetic culture)**	33	2	4	**2.55**	.711

Source: Kaça, 2015

The intricate relationship between language and culture presents a significant area of inquiry within translation studies (Bassnett & Lefevere, 1990). Cultural differences permeate all levels of linguistic expression, influencing not only vocabulary and idiomatic phrases but also pragmatic norms, social conventions, and underlying value systems. Consequently, effective translation necessitates a deep understanding of these cultural nuances to ensure that the target text is not only linguistically accurate but also culturally appropriate and resonates with the target audience (Hatim & Mason, 1997).

The table presented provides insights into the perceived difficulty or salience of various cultural aspects in the context of translation, as indicated by a group of respondents (N=33). The ranking, based on mean scores, suggests a hierarchy of cultural elements that translators might find more or less challenging to navigate. Conversational norms and patterns, encompassing pragmatic aspects of language use such as greetings, thanking, and apologizing, are ranked highest, indicating their perceived complexity in cross-

cultural communication. This highlights the importance of pragmatic competence in translation, where conveying the intended social function of an utterance is crucial.

Following closely are aspects of sociological culture, including daily life and routines and customs, traditions, celebrations, and festivals. These elements often require cultural knowledge beyond mere linguistic competence, demanding an understanding of the social practices and shared understandings within a particular cultural group. Nonverbal communication norms, also rooted in pragmatic culture, are ranked third, underscoring the significance of kinesics, proxemics, and other non-linguistic cues in intercultural communication and translation. Semantic culture, encompassing idiomatic expressions and cultural semantics embedded in word meanings, also presents notable challenges, as these often lack direct equivalents across languages and cultures. Aesthetic culture, represented by film, music, drama, arts, and literature, appears to be perceived as comparatively less challenging, although the translation of literary works, ranked lowest, is often acknowledged as a complex endeavor requiring deep cultural and stylistic sensitivity. The ranking suggests that aspects of culture more directly related to social interaction and everyday practices are perceived as more salient challenges in translation than broader aesthetic or literary domains, warranting focused attention in translation training and research.

The role of societal factors, such as economic conditions and educational priorities, also plays a significant role in shaping ELT practices. For instance, in economically prosperous regions, there may be greater investment in language education resources and teacher training, whereas in less affluent areas, resources may be more limited. Comparative research can investigate how these economic and societal factors influence language teaching and learning outcomes, highlighting areas where additional support or resources are needed.

Additionally, understanding how sociocultural factors affect learner motivation and engagement is crucial for developing effective teaching strategies. Sociocultural research can explore how students' cultural backgrounds and societal expectations impact their attitudes towards learning English. For example, students in cultures that highly value English may demonstrate higher motivation and engagement, while those in less supportive environments may face challenges related to motivation. Comparative studies can provide insights into how to enhance learner motivation by addressing these sociocultural influences and creating more relevant and engaging learning experiences.

The influence of sociocultural factors on ELT is complex, and comparative research offers a valuable approach to understanding these dynamics. By examining how societal attitudes, language policies, and cultural values shape language teaching and learning, researchers can work towards developing more effective and culturally responsive teaching practices, potentially improving educational outcomes and addressing the unique challenges learners face in different sociocultural contexts. This research is crucial for informing the ongoing development of more inclusive and effective language education strategies that resonate with diverse learner populations.

2.6.1.5. Comparative Research on Inter-University Students' Beliefs, Perceptions and Practices regarding Translation in ELT

Comparative research on the views and use of translation by inter-university students offers insights into how learners from different academic institutions perceive and utilize translation in their language learning processes. This area of inquiry examines students' attitudes towards translation as a learning aid, the extent to which they incorporate it into their study routines, and the possible implications of these practices for language acquisition and overall academic performance.

A key area of investigation involves analyzing the differing perceptions of translation among students across various universities. Comparative studies may explore how students from diverse academic and cultural backgrounds conceptualize the role of translation in language learning. For instance, some students might consider translation an essential tool for grasping complex linguistic structures and enhancing comprehension, whereas others may view it as a supplementary or even a less effective approach compared to immersion-based or communicative strategies. By comparing these perspectives, researchers can identify dominant trends and areas of divergence in how translation is valued in different institutional contexts.

Another important consideration is how students integrate translation into their academic practices. Comparative research can assess the frequency and contexts in which students employ translation to support their learning. For example, some students may use translation as a means of understanding course materials, reinforcing vocabulary acquisition, or facilitating cross-cultural comprehension, while others might primarily rely on it for clarifying complex concepts. By examining these practices, researchers can better understand how translation functions within different learning environments and assess its perceived efficacy in fostering academic success.

The impact of translation on language acquisition constitutes another central focus. Comparative research can explore the extent to which students' use of translation influences their language proficiency, comprehension, and engagement. Studies might investigate whether translation facilitates or impedes students' ability to acquire language skills and how it shapes their overall learning experiences. For instance, research could compare the language proficiency of students who frequently use translation as a study aid with those who employ alternative learning strategies. A nuanced understanding of these impacts can contribute to discussions regarding the optimal role of translation in university-level language education.

Moreover, comparative research can examine the extent to which students' views on translation align with contemporary pedagogical theories and language learning methodologies. By investigating the theoretical underpinnings of translation as a learning tool, researchers can evaluate whether students' practices correspond with modern approaches to language education. This includes assessing how well translation aligns with principles of communicative language teaching, task-based learning, and other methodologies. Such comparative analyses can offer insights into the integration of translation within broader academic frameworks.

The role of university curricula in shaping students' views on translation is another pertinent area of study. Comparative research can explore how different institutions approach the teaching of translation, including its inclusion in language courses, the pedagogical emphasis placed on it, and the resources available to students for developing translation competencies. A clearer understanding of how academic programs influence students' attitudes and practices can inform curriculum design and contribute to the development of effective translation strategies in language education.

Collectively, comparative research on inter-university students' views on and use of translation provides a unified framework for examining how learners perceive and implement translation in their academic practices. By investigating varying perceptions, integration practices, potential impacts on language acquisition, alignment with pedagogical theories, and the influence of university curricula, researchers may gain a more nuanced understanding of the role of translation in language education. This research may be valuable for informing best practices and enhancing the effectiveness of academic programs that incorporate translation as a learning tool.

2.6.1.5.1. Institutional Variations in Translation Pedagogy

Translation pedagogy within English Language Teaching (ELT) varies significantly across institutions, reflecting diverse curricular priorities, faculty expertise, institutional policies, and pedagogical traditions. The degree to which translation is integrated into teacher training programs often depends on institutional orientations toward language teaching methodologies. Some universities favor a monolingual communicative approach, minimizing translation, while others recognize its potential as a valuable pedagogical tool supporting language acquisition, metalinguistic awareness, and intercultural competence (Cook, 2010; Hall & Cook, 2012).

A key factor influencing translation pedagogy is institutional curriculum design. Universities adhering to a strict communicative paradigm often emphasize English-only instruction, promoting target language immersion and discouraging L1 reliance. Conversely, institutions incorporating contrastive linguistics, bilingual education theories, or cognitive approaches to language teaching tend to view translation as a pedagogically sound practice that aids comprehension and facilitates learning (Karakas, 2016).

Within the Turkish ELT context, institutional differences are apparent in how translation is positioned within teacher education. Some universities offer dedicated courses on translation strategies, while others integrate it as an auxiliary skill within general methodology courses. The presence or absence of formal instruction on translation pedagogy can influence how pre-service teachers perceive and apply it in their future teaching. These differences also appear in assessment practices. Some programs explicitly assess translation competence, while others treat it as a secondary skill used for scaffolding. This distinction shapes student teachers' conceptualization of translation as an indispensable aid or a remedial strategy.

Faculty beliefs and pedagogical traditions also contribute to institutional variation. In institutions with faculty backgrounds in translation studies or applied linguistics, translation tends to be more purposefully integrated. Conversely, departments aligned with monolingual language acquisition theories may emphasize English-only immersion and discourage translation (Macaro, 2010). The institutional culture surrounding translation pedagogy can also shape student teachers' attitudes. If an institution promotes a bilingual or contrastive approach, pre-service teachers are more likely to view translation as legitimate. If it is discouraged, they may hesitate to incorporate it, fearing it contradicts best practices (Levine, 2011).

Understanding these institutional differences is essential for enhancing teacher education. By recognizing how different approaches influence pre-service teachers' perceptions and practices, universities can strive for a more balanced integration of translation into ELT curricula. This could involve offering elective courses on translation for language teaching, encouraging faculty development programs exposing ELT educators to diverse perspectives, and conducting institutional research to evaluate the impact of translation-based instruction on student teachers' classroom practices and learner outcomes. Such efforts could lead to more informed and effective integration of translation pedagogy within ELT teacher training programs.

2.6.1.5.2. Student-Teacher's Beliefs and Practices Regarding Translation in the Teaching Practicum Context

An essential component of pre-service ELT teacher preparation is the teaching practicum, which gives student-teachers the opportunity to put their theoretical knowledge into practice in real classroom settings. This stage represents a crucial bridge between their formal academic training and the realities of language instruction, allowing them to internalize pedagogical strategies and refine their teaching identities. However, the formation of student teachers' beliefs and practices regarding translation is not a simple, linear process. Rather, it emerges as a dynamic interplay between their prior academic exposure, institutional expectations, mentor guidance, classroom realities, and their own evolving experiences as teachers (Karakas, 2016). The role of translation in ELT remains a particularly contested issue, often shaped by broader methodological paradigms and educational policies that emphasize either communicative immersion or a more flexible, bilingual approach.

Research on student-teachers' perceptions of translation in language teaching reveals a spectrum of perspectives influenced by both pedagogical beliefs and classroom experiences. Some student-teachers view translation as an indispensable scaffolding tool, particularly useful for facilitating vocabulary acquisition, elucidating complex grammatical structures, and enhancing students' overall comprehension. For these individuals, strategic use of the students' first language (L1) serves as a pedagogical aid rather than a hindrance, allowing for a smoother transition into English proficiency. Others, however, regard translation with skepticism, considering it a relic of traditional grammar-translation methods that contradict contemporary monolingual, communicative approaches to language learning (Hall & Cook, 2012). These conflicting perspectives

indicate the need for further pedagogical training on how translation can be used effectively rather than being dismissed outright

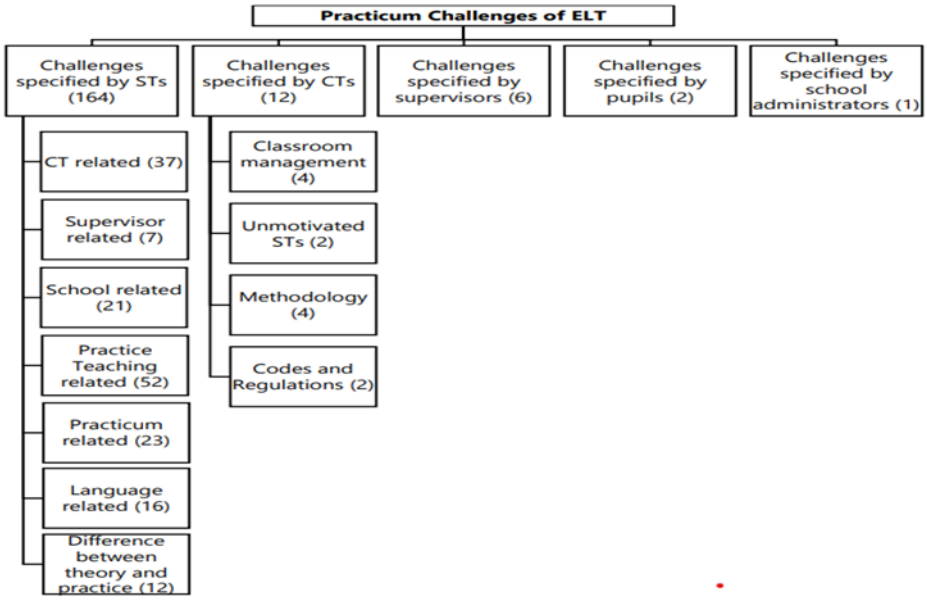

Figure 16. A diagram discussing various challenges in the practicum process
Source: Uysal & Savaş, 2021

The practicum component of English Language Teaching (ELT) programs serves as a crucial bridge between theoretical knowledge acquired in academic settings and the practical realities of classroom instruction (Freeman et al., 2019). During this phase, student teachers (STs) engage in supervised teaching experiences, allowing them to apply pedagogical principles, develop their teaching skills, and gain firsthand exposure to the complexities of the educational environment. However, this transition from theory to practice is often fraught with challenges, as perceived by various stakeholders involved in the practicum process, including the student teachers themselves, cooperating teachers (CTs), university supervisors, pupils, and school administrators. Understanding these perceived challenges is essential for identifying areas where ELT programs can be strengthened to better support student teachers' development and ensure a more effective practicum experience.

The hierarchical diagram, "Practicum Challenges of ELT," provides a structured overview of the challenges encountered during ELT practicums, as reported by different stakeholder groups. The number in parentheses next to each category indicates the frequency with which these challenges were specified by the respective group. Notably, student teachers (STs) identified the most extensive range of challenges (164),

highlighting the multifaceted difficulties they face during their practical teaching experience. These challenges are further categorized into areas such as "CT related" (Cooperating Teacher related), "Supervisor related," "School related," "Practice Teaching related," "Practicum related" (logistical and organizational aspects), "Language related" (issues with their own or the learners' language proficiency), and the "Difference between theory and practice," underscoring the inherent complexities of applying theoretical knowledge in real classroom settings.

Cooperating teachers (CTs), who play a vital role in mentoring and guiding student teachers, reported a smaller number of challenges (12), primarily focusing on "Classroom management," "Unmotivated STs," "Methodology," and "Codes and Regulations." This suggests that CTs' concerns often revolve around the student teachers' practical skills and their ability to navigate the school environment. University supervisors who oversee the practicum from the academic institution specified even fewer challenges (6), while pupils (2) and school administrators (1) reported the least number of specific challenges. The disparity in the number and nature of challenges reported by different stakeholder groups highlights the varying perspectives and priorities within the practicum experience. The extensive list of challenges identified by student teachers underscores the demanding nature of the practicum and the need for comprehensive support mechanisms to address the diverse difficulties they encounter as they transition into the teaching profession. This analysis provides valuable insights for ELT programs to refine their curriculum, mentorship strategies, and support systems to better prepare student teachers for the realities of teaching English.

The challenges of integrating translation in the Turkish EFL context are particularly pronounced, as exposure to English outside the classroom is often minimal. In such contexts, student-teachers must navigate a delicate balance: while translation can enhance comprehension and reinforce linguistic structures, excessive reliance on it may hinder communicative fluency by reducing students’ willingness to engage directly with the target language (Kırkgöz, 2010). Moreover, some student-teachers fear that frequent translation fosters dependence on L1, discouraging students from developing the intuitive thinking necessary for second-language acquisition. Conversely, others argue that judicious use of translation, particularly in contexts where English input is limited, can accelerate learning by leveraging students’ existing linguistic resources. These varied viewpoints underscore the importance of contextually adaptive pedagogical strategies,

allowing student-teachers to determine when and how translation should be employed to maximize learning outcomes.

Student-teachers' translation practices during the practicum often mirror the theoretical frameworks emphasized in their institutional training while simultaneously adapting to the needs and constraints of their teaching environments. A common strategy observed is the use of contrastive analysis, where grammar and syntax are explained by drawing comparisons between English and Turkish structures. Additionally, many student-teachers employ L1 equivalents when teaching new vocabulary, supplementing direct translations with contextualized examples to reinforce meaning (Karakas, 2016). Translation also frequently serves as a comprehension aid, with student-teachers allowing students to clarify meaning through selective L1 use before transitioning to communicative exercises. However, these strategies are not applied uniformly across practicum settings. Factors such as institutional policies, the preferences of mentor teachers, and student proficiency levels exert significant influence over whether and how translation is integrated into instruction.

The journey of becoming an effective language teacher is a developmental process that unfolds over time, encompassing the cultivation of personal attributes, the acquisition of theoretical knowledge and practical skills, the development of professional dispositions, and ultimately, the consolidation of a strong sense of preparedness for the multifaceted demands of the teaching profession (Fullan, 1991; Zeichner & Liston, 1996). This trajectory is not linear but rather an iterative process where personal foundations interact with formal training and practical experience to shape a teacher's evolving identity and effectiveness. Understanding the key stages and influencing factors in this developmental continuum is crucial for designing robust teacher education programs and for supporting the ongoing professional growth of educators.

Diagram 17 outlines a four-stage model of teacher development, beginning with **Personal Foundations**. This initial stage emphasizes the pre-existing characteristics that individuals bring to teacher education, including their "Background motivation" for entering the profession, their pre-conceived "Beliefs" about teaching and learning, and their inherent "Attitudes" towards education and students. These personal foundations serve as the initial lens through which prospective teachers engage with their formal training and subsequent experiences.

The second stage, **Formation**, focuses on the acquisition of professional knowledge and skills. This involves engagement with "theories" of language learning and

teaching, fostering a sense of "Connectedness in teacher education" through interaction with peers and instructors, and gaining practical experience in field practice during practicum placements. This stage aims to equip future teachers with the theoretical underpinnings and practical competencies necessary for effective classroom instruction. The third stage, **Professionalism**, centers on the development of key professional attributes. "Dispositions," such as reflective practice and a commitment to lifelong learning, are cultivated alongside "Professional self-efficacy," the belief in one's ability to effectively perform teaching tasks, and a strong "Commitment to teaching." These elements contribute to a teacher's professional identity and guide their ongoing practice. Finally, the culmination of these developmental stages leads to **Consolidation**, characterized by a "Sense of preparedness to teach." This final stage reflects the integration of personal foundations, acquired knowledge and skills, and developed professional attributes, resulting in a confident and capable educator ready to navigate the complexities of the classroom. The subsequent discussion will likely delve deeper into each of these stages and their implications for teacher education and professional development.

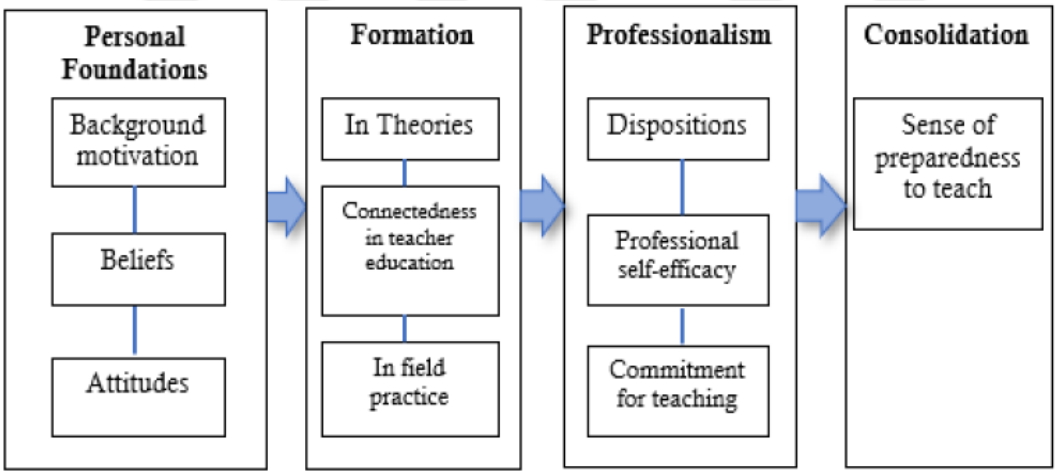

Figure 17. The components of pre-service teachers' readiness to teach
Source: (Tutyandari, 2020)

Given the evident discrepancies between student teachers' beliefs about translation and their actual classroom practices, ELT programs would benefit from providing more structured guidance on how to use translation strategically rather than reactively. Without a clear framework for integrating translation in a pedagogically sound manner, student-teachers may either overuse or underuse it, leading to inconsistent teaching approaches.

As such, ELT curricula should explicitly incorporate discussions on translation methodologies, encouraging student-teachers to critically reflect on their use of translation during the practicum (Karakas, 2016). Additionally, exposing student-teachers to empirical research on translation in ELT would equip them with evidence-based strategies, ensuring that their use of translation is informed by pedagogical best practices rather than personal intuition alone.

Ultimately, by fostering a research-informed, contextually responsive approach to translation, ELT programs can better prepare student-teachers to make informed pedagogical choices. Rather than viewing translation as inherently beneficial or detrimental, future educators should be encouraged to assess its role within specific instructional contexts, adjusting their strategies accordingly. Promoting a balanced approach to translation—one that neither rejects it outright nor relies on it excessively—would allow for a more nuanced understanding of its pedagogical value. In doing so, ELT programs can contribute to the development of more adaptable and effective language teachers, capable of navigating the complex realities of multilingual classrooms with confidence and skill.

2.7. Cognitive and Sensory Influences on Translation Practices

2.7.1. Introduction to Cognitive, Sensory and Perceptual Factors in Translation

Translation is a multifaceted cognitive process that extends beyond linguistic competence, incorporating elements of perception, sensory processing, and cognitive associations. While traditional translation studies have focused on linguistic structures, equivalence, and functional approaches, recent research in cognitive linguistics and psycholinguistics has highlighted the subconscious mechanisms that influence language processing and meaning-making. These mechanisms include synaesthesia, sound symbolism, and implicit cognitive biases, all of which may shape how translators, whether professional or student-learners, approach and execute translation tasks. Given that the act of translation requires not only syntactic and semantic accuracy but also intuitive decision-making, an exploration of these cognitive and perceptual factors may provide valuable insights into how student-teachers navigate translation within the context of English Language Teaching (ELT).

From a cognitive standpoint, translation can be viewed as a complex interplay between memory, perception, and conceptual categorization. Research has shown that

individuals often process words and phrases not merely as arbitrary symbols but as multisensory experiences, wherein associations between sound, shape, texture, and even color may subtly influence their linguistic choices (Ramachandran & Hubbard, 2001). Such cognitive tendencies may have direct implications for translation, particularly in educational settings where pre-service ELT teachers engage in both explicit (rule-based) and implicit (intuitive) translation strategies. For instance, certain words may evoke strong sensory or emotional connotations, leading student-teachers to favor certain translations over others based on their subconscious cognitive associations rather than strict linguistic rules. This phenomenon, though largely overlooked in mainstream translation pedagogy, warrants deeper investigation in the context of ELT training.

The decision to engage in communication in a foreign language is a complex interplay of various affective, cognitive, and social factors. Willingness to communicate (WTC) in a second language is not simply a matter of linguistic proficiency but is also significantly influenced by learners' emotional states, self-perceptions, and attitudes towards the target language and its use (MacIntyre et al., 1998). Understanding the relationships between these factors is crucial for fostering communicative competence and creating supportive learning environments that encourage learners to actively use the target language.

Diagram 18 explores the relationships between WTC and several key variables in the context of foreign language learning, specifically focusing on interpretation-related outcomes. The arrows indicate the direction and strength of the correlations between these variables, with different arrow styles representing significantly negative, significantly positive, and non-significantly positive correlations. At the center of the diagram, "WTC" (Willingness to Communicate) is shown to have complex relationships with other factors.

Notably, "Foreign Language Anxiety" exhibits a significantly negative correlation with WTC, indicating that higher levels of anxiety are associated with a decreased willingness to communicate. This finding aligns with a substantial body of research highlighting the debilitating effects of anxiety on language performance and communicative behavior (Horwitz et al., 1986). Conversely, "Self-perceived foreign language ability" shows a significantly positive correlation with WTC, suggesting that learners who feel more confident in their language skills are more likely to engage in communication. Similarly, "Self-perceived interpretation ability" also displays a significantly positive correlation with WTC, indicating that confidence in one's ability to interpret likely contributes to a greater willingness to communicate in a foreign language.

The diagram further suggests that "Interpretation Learning Outcomes" are positively correlated with both "Self-perceived interpretation ability" and "Fondness of interpretation," implying that successful learning experiences and positive attitudes towards interpretation can enhance perceived ability and potentially contribute to a greater inclination to engage in communicative activities.

Finally, yet importantly, "Confidence in practicing interpretation" shows a significantly positive correlation with "Self-perceived interpretation ability," suggesting that feeling capable in interpretation fosters a greater confidence in practicing it. While the diagram does not show a direct significant correlation between "Fondness of interpretation" and WTC, the indirect relationships suggest that positive attitudes towards interpretation may contribute to WTC through enhanced self-perception and learning outcomes. Overall, this model underscores the intricate network of affective and cognitive factors that influence a learner's willingness to communicate in a foreign language, particularly within the context of interpretation-related tasks, highlighting the importance of fostering confidence and reducing anxiety in language learning environments.

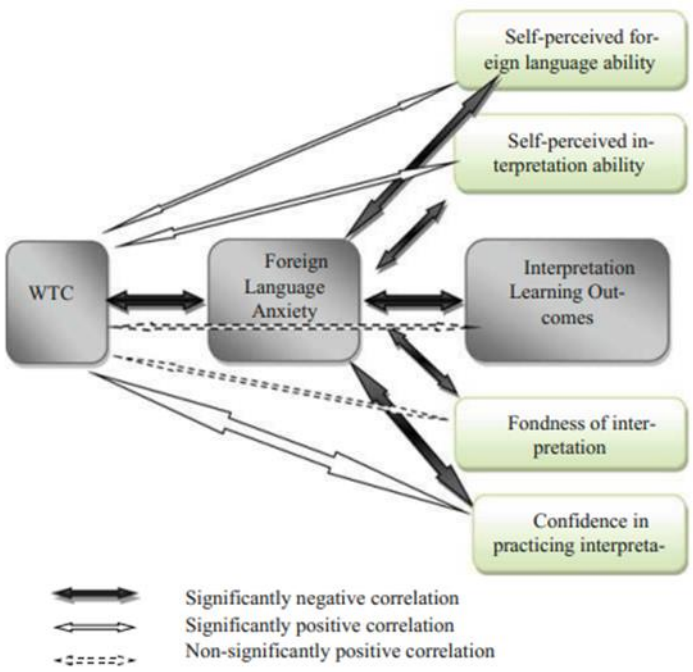

Figure 18. The interplay between WTC, foreign language anxiety and interpretation learning.
Source: J. X. Yan et al., 2018

One particularly relevant cognitive phenomenon in this regard is synaesthesia, a condition where individuals experience cross-modal associations between different

sensory domains (e.g., seeing colors when hearing words or associating specific textures with sounds). Although synaesthesia is typically studied in neurological and psychological contexts, researchers have begun exploring its potential implications for language learning and translation. Studies suggest that even among non-synaesthetes, subtle sound-to-meaning associations exist and can influence linguistic interpretation (Mroczko-Wąsowicz & Nikolić, 2014). In translation, this may manifest as a predisposition to select words that 'feel' more contextually appropriate due to subconscious sensory associations. Given that ELT student-teachers are engaged in both learning and teaching English as a foreign language, their individual cognitive tendencies may impact not only their translation output but also the way they instruct language learners on meaning and lexical choice.

Another intriguing cognitive effect relevant to translation is sound symbolism, as exemplified by the well-documented Kiki/Bouba effect (Ramachandran & Hubbard, 2001). This phenomenon illustrates that individuals across languages and cultures tend to associate certain sounds with specific shapes or conceptual properties—for example, the pseudoword kiki is frequently linked to sharp, angular shapes, while bouba is associated with round, smooth forms. These universal cognitive tendencies suggest that linguistic perception is not entirely arbitrary but is influenced by inherent phonetic-symbolic relationships. In translation, particularly when working between typologically distinct languages like Turkish and English, such cognitive biases may subtly guide the translator's lexical and stylistic decisions. This raises significant questions about whether ELT student-teachers unknowingly rely on phonetic or sensory impressions when translating certain terms rather than purely grammatical or contextual considerations.

Beyond these specific cognitive phenomena, translation also involves embodied cognition, a theoretical framework suggesting that language comprehension and production are grounded in bodily experiences and sensory-motor interactions (Lakoff & Johnson, 1999). The implications of embodied cognition for translation are profound, as they suggest that linguistic meaning is not solely derived from formal definitions but also from personal and cultural experiences, sensory perceptions, and even movement-related associations. In practical terms, this means that an ELT student teacher's background, experiences, and sensory interpretations may unconsciously inform their translation choices, potentially leading to variations in lexical selection and phrasing across individuals and educational contexts.

Given these cognitive and perceptual influences, it is crucial to examine how they manifest in the translation practices of ELT student-teachers and whether they play a role in teaching methodologies, instructional material development, and student engagement with language learning. While traditional translation pedagogy often emphasizes formal accuracy and equivalence, there is growing recognition that subconscious cognitive processes may be just as instrumental in shaping translation decisions as explicit linguistic knowledge. By acknowledging these factors, translation educators may develop more comprehensive pedagogical strategies that account for both the conscious and unconscious dimensions of translation competence.

This section thus seeks to bridge cognitive science with translation studies, providing an interdisciplinary perspective on how synaesthesia, sound symbolism, and embodied cognition may influence the translation practices of ELT student-teachers. The following subsections will explore these concepts in greater depth, offering insights into their potential applications in ELT translation pedagogy and language learning methodologies.

2.7.2. Synaesthesia and Cross-Modal Associations in Translation

The fascinating interplay between our sensory experiences and the way we represent them linguistically, as seen in the phenomena of synaesthesia and the more widespread cross-modal correspondences, exerts a significant and often unconscious influence on the intricate process of translation. This has particular relevance for the training of English Language Teaching (ELT) student-teachers, who are tasked with bridging linguistic and conceptual gaps between languages. While synaesthesia, the unique neurological condition where stimulation in one sense triggers perceptions in another, is relatively rare, the universal human tendency towards cross-modal associations – the systematic linking of sensory properties with linguistic features – profoundly shapes how we perceive language, process meaning, and ultimately, practice translation. These inherent cross-modal mappings are fundamental to our cognitive architecture and inevitably color the translation process.

In the act of translation, the subtle yet impactful effects of these sensory-linguistic connections can manifest in various ways, influencing the selection of words, the development of metaphorical expressions, and the conveyance of emotional undertones. ELT student-teachers, especially when working with the nuanced relationship between sensory input and linguistic expression in English, may unknowingly rely on these deeply

ingrained cognitive associations. This can lead them to favor target-language expressions that intuitively "feel" right based on non-linguistic sensory links rather than solely on strict semantic equivalence. This reliance on intuitive, sensory-driven translation choices, as opposed to more analytical and systematic approaches, underscores the crucial need to bring the often-unrecognized influences of synaesthesia and cross-modal correspondences into the conscious awareness of future ELT professionals during their training. By fostering this awareness, teacher educators can equip these future instructors with a more refined understanding of the translation process and empower them to cultivate more deliberate and effective strategies for navigating the multifaceted challenges of cross-linguistic communication in their future classrooms.

Even in non-synaesthetic individuals, cross-modal correspondences shape linguistic meaning. Sound symbolism studies demonstrate that phonetic properties are often linked to sensory impressions; high front vowels are associated with small, bright objects, while back vowels are linked to larger, darker ones. The Kiki/Bouba effect further illustrates this non-arbitrary relationship between sound and meaning. In translation, particularly for student-teachers, these correspondences can lead to word choices that align with innate phonetic-symbolic expectations rather than semantic equivalence. For instance, an English word's phonetic structure may intuitively convey a sensory property, prompting student-teachers to select a Turkish equivalent that preserves this perceived sensory quality, even if it deviates from a more neutral but accurate translation. This unconscious influence of sound-meaning correspondences emphasizes the importance of raising awareness about these phenomena in ELT translation training.

Metaphorical expressions, often grounded in synaesthetic and sensory foundations, play a crucial role in conceptualizing abstract ideas across languages. Language is structured around embodied experiences, with metaphors related to taste, texture, color, and temperature frequently used to describe emotions, sounds, and time. ELT student-teachers face the challenge of balancing literal accuracy with cultural and sensory relevance when translating such expressions. While some synaesthetic metaphors have direct equivalents, others are language-specific and require adaptation. Student-teachers may struggle with expressions lacking direct target-language counterparts, leading to shifts in meaning where sensory or emotional resonance is lost. For example, while “a bright idea” translates seamlessly, “a smooth voice” might not have an exact Turkish equivalent that preserves the same textural and auditory imagery. This necessitates student-teachers to make choices between preserving sensory connotations

and prioritizing clarity, highlighting the complexity of translating synaesthetic metaphors.

Understanding how synaesthetic effects influence translation has significant pedagogical implications for ELT student-teachers. Given that learners rely on metaphors and sensory associations to grasp abstract concepts, raising awareness about these cognitive tendencies can enhance teaching strategies. Educators can encourage students to associate words with sensory experiences, highlight cross-linguistic differences in sensory-based metaphors, and use cross-modal exercises in translation activities. In translation assessment, educators should consider whether student-teachers prioritize surface-level accuracy over deeper sensory and cognitive associations, ensuring translations remain faithful to both literal meaning and sensory impact. By incorporating synaesthetic awareness into their teaching practices, student-teachers can help learners better grasp meaning through sensory-based explanations, fostering a more nuanced understanding of language.

In conclusion, synaesthesia and cross-modal associations offer a unique perspective on translation, extending beyond linguistic rules to encompass cognitive and perceptual influences. For ELT student-teachers, these factors play a subtle yet significant role in translation choices, particularly with metaphorical language and sensory-driven expressions. Recognizing the impact of cross-modal associations can contribute to a more nuanced and pedagogically informed approach to ELT translation training. By emphasizing both linguistic competence and sensitivity to the cognitive and sensory dimensions of language, educators can ensure that student-teachers develop robust translation skills. This awareness will ultimately enhance language learning and meaning-making, fostering a deeper understanding of how sensory experiences shape linguistic expression.

2.7.3. Sound Symbolism and the Kiki/Bouba Effect in Language Processing

The intriguing Kiki/Bouba effect, initially brought to scholarly attention by Usnadze (1924) and subsequently subjected to further empirical scrutiny by Ramachandran and Hubbard (2001), compellingly demonstrates the existence of a non-arbitrary nexus between the inherent phonetic configurations of linguistic units and the realm of human sensory perception. This well-documented phenomenon reveals a remarkable consistency across diverse linguistic and cultural communities, wherein individuals exhibit a strong propensity to associate non-lexical auditory stimuli such as

"kiki" with angular geometric forms and "bouba" with curvilinear shapes. This cross-modal correspondence suggests that specific phonemes possess inherent sensory and even emotional affordances, transcending the purely conventional nature often attributed to the linguistic sign. The universality of this effect carries significant implications for the field of translation studies, particularly within the context of English Language Teaching (ELT), where student-teachers are engaged in the complex cognitive task of meaning transfer across linguistic boundaries. A refined understanding of how phonetic symbolism subtly shapes word selection and meaning construction can profoundly inform translation pedagogy, ensuring that translated texts strive to maintain not only semantic equivalence but also a degree of phonetic resonance that contributes to the overall impact and fidelity of the rendition.

The concept of sound symbolism, which posits that the phonetic properties of words intrinsically convey certain aspects of their meaning, directly challenges the foundational tenet of the arbitrariness of the linguistic sign, famously articulated by Saussure (1916). Contemporary research within the interdisciplinary domains of phonosemantics and embodied cognition increasingly suggests that specific articulatory gestures and resulting acoustic properties of speech sounds evoke universal sensory associations within human perception. For instance, the articulatory force and acoustic abruptness of plosive consonants are frequently linked to the perception of sharp, small, or staccato objects and actions, while the continuous airflow and resonant qualities of sonorants and rounded vowels tend to be associated with perceptions of softness, roundness, or fluidity. This pervasive cross-modal mapping extends beyond purely sensory domains to encompass affective and aesthetic dimensions, subtly influencing the lexical choices and phrasal structuring undertaken by translators. For ELT student-teachers, a heightened awareness of sound-symbolic considerations can provide an intuitive yet powerful guide in their translation practices, subtly affecting the manner in which they convey affective nuances, evoke sensory imagery, and structure phrases in the target language to achieve a comparable aesthetic and emotional impact to the source text.

The Kiki/Bouba effect vividly illustrates that even in the absence of established semantic conventions, human beings possess an intuitive capacity to associate specific auditory features with distinct visual and tactile qualities, thereby posing unique and often subtle challenges in the intricate process of translation. The imperative to preserve not only the semantic content but also the auditory and phonetic character of the source text

while simultaneously ensuring semantic equivalence represents a significant hurdle for translators. This challenge becomes particularly acute when translating sound-symbolic words, such as onomatopoeia that directly imitates sounds or expressive adjectives whose phonetic makeup contributes to their overall meaning. In such cases, ELT student-teachers may encounter considerable difficulty in identifying target-language equivalents that effectively maintain both the semantic denotation and the crucial phonetic resonance of the original. For instance, the English adjective "crisp" evokes a sharp, clean auditory sensation and a distinct textural quality that proves challenging to replicate fully in Turkish, where a common translation like "çıtır" retains some sensory connotations related to brittleness but lacks the direct sound-symbolic sharpness inherent in the English form. Similarly, the Turkish adjective "pürüzsüz" phonetically embodies a sense of soft, flowing texture through its sonorant consonants and rounded vowels, qualities that English equivalents such as "smooth" or "silky" may only partially capture, potentially losing some of the inherent phonetic expressiveness.

The realm of metaphorical and figurative language, which frequently incorporates sound-symbolic elements to enhance its evocative power, presents even more intricate complexities for the translator. ELT student-teachers face particularly nuanced challenges when attempting to render such language into a target language, as the intended meaning often relies on a synergistic interplay between both the semantic and phonetic properties of the constituent words and phrases. The English idiom "snappy decision," for example, derives part of its effectiveness from the sharp, quick auditory connotations of the initial "sn" sound and the plosive "p," which reinforce the semantic sense of rapid and decisive action. A purely literal Turkish translation would likely lose this crucial phonetic impact, whereas a more effective translation might necessitate the careful selection of target-language words that, while semantically equivalent, also possess similar sharp or quick phonetic qualities. Conversely, Turkish idiomatic expressions rich in sound symbolism, such as "tıkır tıkır işlemek," which describes something functioning smoothly and efficiently, incorporate onomatopoeic qualities that are notoriously difficult to replicate with comparable phonetic effect in English, often requiring a more descriptive or semantically analogous rendering that sacrifices the original auditory imagery.

The deliberate incorporation of sound-symbolic awareness into the pedagogical framework of translation training holds significant potential to enhance the linguistic sensitivity and translational competence of ELT student-teachers. Practical pedagogical applications could include specifically designed sensory-based translation exercises,

where students are encouraged to critically analyze the ways in which the phonetic composition of words contributes to their overall meaning and to actively experiment with identifying equivalent sound-symbolic expressions in the target language. Comparative analyses of student-generated translations of onomatopoeic words and idioms can serve as valuable springboards for in-depth discussions about the inherent variations in phonetic choices across languages and their impact on meaning and style. Furthermore, explicitly highlighting the often-unconscious role of sound symbolism in first and second-language acquisition can underscore its direct relevance to ELT pedagogy, particularly in fostering a deeper understanding of how language learners utilize phonetic cues, sometimes subconsciously, to infer the meanings of novel words. Moreover, training students to consciously recognize instances where phonetic elements contribute to emotional tone or sensory detail within a text can significantly enhance their skills in expressive and literary translation, enabling them to produce more nuanced and impactful renditions.

Synthesizing the multifaceted implications of the Kiki/Bouba effect alongside the broader theoretical framework of sound symbolism yields critical insights into the inherent relationship between phonetic structures and the cognitive processes underpinning meaning perception, with direct relevance to the intricate art and science of translation. For prospective English Language Teaching professionals, the deliberate cultivation of an awareness regarding the salient role of sound-symbolic properties in diverse linguistic phenomena - ranging from fundamental lexical choices to the nuanced creation and interpretation of metaphorical expressions and the overarching stylistic adaptation of texts - holds the demonstrable potential to significantly augment their translational competence and enrich their pedagogical understanding of language.

Consequently, the judicious incorporation of sound-symbolic considerations into the design and implementation of translation training curricula can serve as a potent catalyst, empowering students to cultivate a more sophisticated and integrated approach to the construction and interpretation of meaning across disparate linguistic and sensory modalities, ultimately striving to ensure that their translated renditions not only achieve semantic fidelity but also resonate with the often-subtle yet profoundly impactful phonetic and aesthetic resonances of the source material.

2.7.4. Cognitive and Perceptual Dimensions of Translation

The multifaceted cognitive endeavor of translation transcends a simplistic model of mere linguistic substitution, deeply engaging intricate perceptual and conceptual processes that significantly shape the resultant inter-lingual transfer. Beyond the more readily observable transformations at the lexical and grammatical strata, translators are continuously interacting with a complex interplay of inherent cognitive biases, established perceptual tendencies, and internalized mental representations, all of which exert a subtle yet powerful influence on their moment-to-moment decision-making. A range of related psychological and neuro-linguistic phenomena, including the pervasive effects of priming, the grounding principles of embodied cognition, the structuring role of conceptual metaphors, the inherent asymmetries of translation directionality, and the constraints imposed by cognitive load, offer invaluable lenses through which to examine the underlying mechanisms of meaning processing and transfer across diverse linguistic systems. For student-teachers in English Language Teaching (ELT), a comprehensive understanding of these fundamental cognitive phenomena is not merely an academic exercise but a crucial prerequisite for developing a heightened awareness of the subtle yet profound cognitive mechanisms that invariably influence their own linguistic choices during the translation process and will inform their future pedagogical approaches to teaching translation.

The phenomenon of priming (Meyer & Schvaneveldt, 1971; Tulving & Schacter, 1990), wherein prior exposure to specific linguistic or conceptual stimuli demonstrably influences subsequent perceptual and cognitive processing, exerts a significant and often unconscious impact on the translator's decision-making processes. Priming effects can manifest at various levels of linguistic analysis, including lexical priming, which predisposes the translator towards the selection of frequently encountered terms; semantic priming, which favors the activation and subsequent use of conceptually related words; and phonological priming, which subtly influences lexical selection based on superficial sound similarities between source and target language items. In the specific context of Turkish-English and English-Turkish translation, the insidious effects of priming can manifest in various ways, such as an unconscious tendency to utilize false cognates due to superficial phonetic resemblance or a habitual inclination to default to highly familiar yet potentially less accurate, translation equivalents. It is, therefore, imperative that ELT student-teachers cultivate a heightened meta-cognitive awareness of these inherent

cognitive predispositions to actively mitigate their potentially distorting influence and thereby enhance the overall accuracy and appropriateness of their translational output.

The theoretical framework of embodied cognition (Lakoff & Johnson; Barsalou, 1999), which posits that cognitive processes are fundamentally rooted in our sensorimotor experiences and interactions with the physical world, profoundly influences the intricate cognitive processing involved in translation. Words that are intrinsically associated with notions of motion, physical interaction, and sensory perception have the capacity to trigger rich mental simulations within the translator's mind, directly affecting the way in which meaning is conceptualized and subsequently transferred into the target language. The act of translating motion verbs, for instance, or words laden with emotional valence, often involves the implicit mental simulation of physical movement or the internal evocation of temperature-based metaphorical mappings associated with specific emotional states. Similarly, the translation of spatial metaphors necessitates a careful alignment of underlying cognitive construals with the prevailing linguistic conventions of the target language. These deeply ingrained embodied patterns can unconsciously lead student-translators to favor particular phrase structures or lexical choices that resonate with their own sensorimotor experiences, particularly in the complex domains of translating idioms and figurative language where embodied understanding often plays a crucial role in meaning interpretation. A refined understanding of these pervasive embodied influences can significantly refine both the accuracy of translational output and the pedagogical strategies employed in ELT for elucidating the nuances of meaning transfer.

Conceptual Metaphor Theory (CMT) (Lakoff & Johnson, 1980) provides a powerful framework for understanding how abstract thought is systematically structured through metaphorical mappings derived from our more concrete experiential domains. This theory highlights the critical observation that different languages often prioritize distinct and culturally specific metaphorical frameworks for conceptualizing abstract entities and relationships, thereby posing significant challenges for effective interlingual transfer in translation. Domains such as time, emotion, and knowledge, which are often conceptualized metaphorically, exhibit considerable variation in their underlying metaphorical mappings between languages such as Turkish and English. For example, English frequently conceptualizes time as a linear commodity that can be spent, saved, or wasted, while Turkish often emphasizes the metaphorical conceptualization of time as a moving entity or a flowing river. Similarly, emotion metaphors in English often rely on

container imagery (e.g., "filled with joy," "bursting with anger"), whereas Turkish frequently employs metaphors rooted in bodily experiences or internal states. Even the conceptualization of knowledge differs, with English often favoring visual metaphors (e.g., "seeing the point," "shedding light on") and Turkish exhibiting a preference for metaphors of grasping or internalizing (e.g., "kavramak" - to grasp, to understand; "içselleştirmek" - to internalize). It is, therefore, essential that ELT student-teachers develop a keen awareness of metaphors not merely as stylistic devices but as fundamental cognitive structures that require a process of conceptual shifting during translation, thereby significantly improving both their own translation skills and their pedagogical strategies for effectively teaching the comprehension and production of metaphorical language in the target language.

The phenomenon of translation asymmetry (Pavlović, 2007a; Göpferich, 2009) compellingly reveals that the cognitive processes involved in translating from one's first language (L1) into a second language (L2) are not cognitively equivalent to the processes involved in translating from the second language (L2) into the first language (L1), further complicates the intricate landscape of inter-lingual transfer. Inherent differences in linguistic fluency, the level of cognitive load experienced, and the accessibility of lexical and grammatical items in each language significantly shape both the translator's output and the strategic approaches they employ during the translation process. Specifically, in the context of Turkish-to-English translation, student translators may frequently encounter challenges related to accurate syntactic restructuring to conform to English grammatical norms and achieve a high degree of lexical precision in their target language output. Conversely, in English-to-Turkish translation, common difficulties may arise in the accurate transfer of nuanced lexical meanings and the avoidance of unnatural or calqued sentence structures that betray the influence of the source language syntax. It is, therefore, crucial that ELT teacher training programs explicitly consider how the directionality of translation inherently influences cognitive processing, learner confidence, and the overall quality of translational output, providing targeted and differentiated training in both forward (L1 to L2) and reverse (L2 to L1) translation to address these distinct cognitive demands.

Finally, Cognitive Load Theory (Sweller, 1988; Sweller et al., 2003) posits that the limited capacity of working memory significantly affects translation performance, particularly in the case of novice translators such as ELT student-teachers. Various factors inherent in the translation task, including the complexity of the source text, the degree of

ambiguity requiring resolution, and the extent of cultural knowledge necessary for accurate interpretation, all contribute to the overall cognitive load experienced by the translator. For instance, encountering complex syntactic structures in the source text or dealing with words possessing multiple potential meanings can significantly increase the cognitive effort required for processing. Furthermore, translators must actively process and compensate for potential cultural gaps between the source and target language contexts, which further taxes their limited cognitive resources. It is, therefore, essential that ELT student-teachers develop a keen awareness of how cognitive overload can negatively impact translation accuracy and fluency and that they are equipped with strategic simplification techniques, effective methods for chunking information, and robust pre-translation planning strategies to optimize their cognitive resources and improve the overall fluency and precision of their translational output.

The diverse array of cognitive and perceptual phenomena discussed herein profoundly influences the ultimate outcomes of the translation process. Factors such as priming, embodied cognition, conceptual metaphors, translation asymmetry, and cognitive load are crucial determinants that ELT student-teachers must learn to navigate effectively. The thoughtful integration of insights derived from cognitive science into the pedagogical frameworks of translation training is therefore paramount in preparing students for reflective, meta-cognitively aware translation practices. By fostering a deep understanding of these underlying cognitive mechanisms, educators can significantly enhance both the translation competence of their students and their broader second language teaching methodologies. This may ultimately ensure that future language educators are equipped with the necessary skills to effectively bridge not only linguistic but also the subtle yet critical cognitive and cultural gaps that lie at the heart of successful inter-lingual communication.

2.7.5. Implications for ELT and Translation Pedagogy

The convergence of cognitive and perceptual phenomena with translation processes yields significant implications for both English Language Teaching (ELT) and translation pedagogy. As previously discussed, factors such as priming effects, embodied cognition, conceptual metaphor theory, translation asymmetry, and cognitive load profoundly influence the interpretation, processing, and production of translated content. A deeper understanding of these factors enables the development of more effective pedagogical approaches, empowering ELT student-teachers to cultivate enhanced

linguistic sensitivity, critical awareness, and strategic competence in both translation and language instruction.

A primary takeaway from the exploration of cognitive and perceptual influences in translation is the necessity for metacognitive awareness in translation education. ELT student-teachers must cultivate a conscious understanding of their cognitive biases, habitual patterns, and linguistic tendencies, as these elements can shape their translation choices, sometimes unintentionally. To foster this awareness, ELT and translation pedagogy should incorporate reflective translation exercises, think-aloud protocols, peer and expert feedback sessions, and comparative analyses of multiple translations. These strategies enable future teachers to refine their language awareness and adaptability, enhancing their effectiveness as both translators and instructors.

Addressing translation asymmetry, the differences between L1-to-L2 and L2-to-L1 translation could be considered crucial in ELT curricula. Novice translators may struggle with L1-to-L2 translation due to lexical retrieval and syntactic restructuring challenges. Pedagogical approaches should account for directionality effects through balanced training in both directions, corpus-based translation analysis, and error analysis workshops. By addressing these challenges, ELT programs ensure that translation training contributes to bilingual fluency and a deeper understanding of language structure and transfer phenomena.

Integrating cognitive insights into ELT teaching methodologies may enhance the effectiveness of translation-based activities. While often viewed primarily as linguistic exercises, translation engages learners in embodied, associative, and conceptual processing, profoundly influencing second language acquisition (SLA). Teachers can leverage conceptual metaphor awareness, activate embodied cognition through sensory experiences, and minimize cognitive load in classrooms. These strategies bridge the gap between translation training and communicative language teaching, ensuring ELT student-teachers develop both linguistic proficiency and cognitive adaptability.

Translation training also plays a crucial role in developing pedagogical strategies for ELT instructors. Despite traditional ELT methodologies often discouraging translation, judicious use can enhance comprehension, lexical acquisition, and critical thinking. Translation training encourages cross-linguistic awareness, develops adaptive teaching strategies, and cultivates sensitivity to linguistic variation. By integrating translation training into ELT curricula, teacher education programs equip future

instructors with valuable analytical tools that extend beyond translation, enhancing their overall teaching efficacy.

Future research should focus on empirical studies on translation's role in ELT pedagogy, comparative studies of different translation teaching methods, and longitudinal studies on ELT student-teachers. Fostering an interdisciplinary dialogue between cognitive science, translation studies, and ELT pedagogy will facilitate the development of evidence-based methodologies that leverage the cognitive benefits of translation while aligning with modern second language teaching principles. The cognitive and perceptual dimensions of translation provide valuable insights for both ELT pedagogy and translation education. Recognizing the influence of priming, embodied cognition, conceptual metaphors, translation asymmetry, and cognitive load enables ELT student-teachers to approach translation with greater analytical depth and linguistic flexibility, ultimately fostering more effective language learning environments.

Building upon these theoretical insights, it becomes clear that translation is not merely an ancillary skill within ELT education but a multifaceted cognitive and pedagogical phenomenon worthy of systematic inquiry. Recognizing how translation practices intertwine with cognitive processes, linguistic flexibility, and cross-cultural understanding invites a reassessment of traditional approaches to language teacher training. However, while the theoretical frameworks discussed offer valuable perspectives, empirical validation is necessary to fully understand how these dynamics unfold in actual educational settings, particularly within the Turkish ELT context.

In response to this need, the present study seeks to investigate the translation practices and pedagogical perceptions of fourth-year ELT student-teachers at Çukurova and Mersin Universities. By employing a mixed-methods approach that combines quantitative surveys and qualitative translation performance evaluations, the research aims to explore not only patterns of translation strategy use but also the broader implications for language teaching efficacy. The following chapter outlines the research methodology adopted in this study, detailing the design, participants, instruments, and procedures used to bridge the gap between cognitive theory and classroom practice.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This research focused on analyzing the perspectives of fourth-year students in the English Language Teaching (ELT) departments at Çukurova University and Mersin University, examining their views on translation as a tool in language education. A mixed-method approach was utilized, combining both quantitative and qualitative methods to provide a comprehensive understanding of the subject. Quantitative data were collected using a detailed, multi-section questionnaire designed to gather insights into how students perceive translation in areas such as its role in language learning, its potential as a teaching resource, and its integration into educational strategies. To complement this, qualitative data were obtained through two translation exercises, where participants translated between Turkish and English. These tasks not only allowed for an evaluation of their translation abilities but also provided an opportunity to explore their practical attitudes toward the activity and the challenges they encountered.

The pursuit of a robust and comprehensive understanding in the social and behavioral sciences often necessitates methodological approaches that move beyond the limitations of relying solely on either quantitative or qualitative data. Recognizing the unique strengths and complementary nature of these two distinct research paradigms, mixed methods research designs have gained prominence as a powerful strategy for addressing complex research questions (Creswell & Plano Clark, 2017; Tashakkori & Teddlie, 2010). By strategically integrating quantitative and qualitative data collection and analysis techniques, researchers aim to achieve a more holistic and nuanced interpretation of the phenomena under investigation.

One of the fundamental rationales for employing mixed methods research lies in the principle of triangulation, where findings from different methodological strands are converged to provide a more complete and validated understanding of the research problem (Denzin, 2017). Quantitative research, with its emphasis on numerical data, statistical analysis, and the identification of generalizable patterns, offers breadth and statistical power. In contrast, qualitative research, focusing on in-depth exploration of experiences, perspectives, and meanings through non-numerical data, provides rich contextual understanding and can uncover underlying processes and mechanisms. The

synergistic combination of these approaches allows researchers to leverage the strengths of each while mitigating their respective weaknesses.

The convergent parallel design diagram presented below illustrates a basic convergent parallel mixed methods design. In this approach, quantitative and qualitative data are collected and analyzed separately, often concurrently. Following the separate analysis, the quantitative results and the qualitative findings are then brought together in a distinct "Merge Results for Comparison" stage. This merging process allows for a direct comparison of the insights derived from the different data types. The ultimate goal of this convergence is to "Interpret or Explain Convergence," where the researcher seeks to identify areas of agreement, corroboration, or divergence between the quantitative and qualitative findings. When the results from both strands converge or align, it can provide stronger and more compelling evidence for the conclusions drawn. This model highlights a fundamental way in which mixed methods research aims to achieve a more comprehensive and validated understanding by systematically integrating distinct but complementary forms of data and analysis.

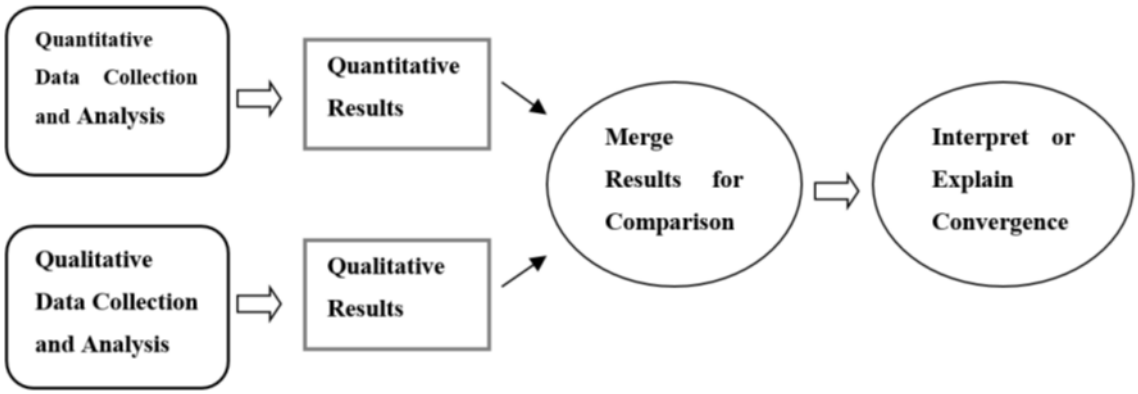

Figure 19. Diagram of the applied convergent parallel design presented
Source: Creswell & Plano Clark, 2015, p. 56.

The study employed a research design that enabled both quantitative and qualitative data to be collected and analyzed in parallel. The goal was to ensure a well-rounded understanding of the topic by integrating numerical data with deeper, reflective insights from the translation exercises. The quantitative component of the research involved statistical analysis of the questionnaire responses, identifying trends and correlations in students' attitudes and beliefs. Meanwhile, the qualitative analysis focused on interpreting participants' performance in the translation tasks, exploring themes such as their approach to linguistic nuances, their handling of cultural differences, and their perceptions of translation as a learning strategy.

By combining these methods, the research provided a balanced perspective, emphasizing the complementary nature of numerical data and experiential evidence. The translation exercises, in particular, highlighted the practical implications of using translation as a teaching tool, uncovering the strengths and potential gaps in students' skills and attitudes. This hybrid approach not only enriched the findings but also demonstrated the value of integrating quantitative and qualitative methods to capture the complexity of translation's role in language education. The findings offered nuanced insights into how translation can support language proficiency and intercultural understanding, shedding light on its practical and theoretical implications in the ELT field.

3.2. Research Setting and Participants

The research was conducted with a specific focus on fourth-year undergraduate students in the English Language Teaching (ELT) departments at Çukurova University and Mersin University. These students, enrolled during the 2023-24 academic fall term, were chosen as the target population to investigate the intersections of translation and language teaching. The study aimed to assess their proficiency and attitudes toward translation as a skill while exploring its potential impact on their language teaching practices during practicum sessions. By targeting this group of pre-service teachers, the research sought to provide insights into how translation can bridge theoretical knowledge and practical teaching methodologies, particularly in the context of K-12 public schools (Yılmaz & Birişçi, 2023).

The research universe consisted of approximately 100 students across the two universities, reflecting the total enrollment of fourth-year ELT students actively engaged in translation coursework. Out of this population, a sample of around 80 students participated in the study by submitting written responses and completing translation activities. The sample was selected through a purposeful yet partially convenience-based approach—prioritizing individuals directly engaged in translation-related academic work and practicum teaching while also considering their accessibility and willingness to participate (Creswell, 2014). This ensured that their perspectives aligned with the study’s core objectives while maintaining feasibility in the recruitment process. The sampling approach aligns with a non-probability sampling method, as participants were not randomly selected but rather identified based on their accessibility and relevance to the research focus (Dörnyei, 2007). While this approach may limit the generalizability of

findings, it allowed for a concentrated examination of a group that was particularly well-positioned to provide meaningful insights.

The age distribution of the participants ranged primarily between 21 and 24 years, which is typical for final-year undergraduate students in Türkiye (Ak & Yıldırım, 2018). This age range is important to note as it reflects a population that is academically mature but still in the early stages of professional identity formation (Schön, 1987). This demographic is responsive to pedagogical innovation and shaping their teaching philosophies, providing an ideal context for examining attitudes toward translation as an instructional tool (Richards, 2010).

The sample reflected typical enrollment patterns observed in ELT departments across Türkiye, aligning with trends reported in previous research (Asmalı, 2020). While the study did not focus on gender as a primary variable, this demographic tendency may offer a subtle context when interpreting students' perspectives on translation (Mayer, 2008). Factors such as learner confidence, classroom engagement, or openness to language-based tasks could be shaped by broader social and educational dynamics, including gendered experiences in academic environments; however, no specific conclusions about gender-related differences were drawn in the analysis.

Prior exposure to translation varied among participants, with most reporting some degree of engagement through elective coursework or informal academic tasks. Around 70% indicated that they had completed at least one formal translation course during their undergraduate studies. However, the nature and extent of these experiences differed considerably. While some had practiced translating literary or educational texts in depth, others encountered translation only briefly as part of general language instruction. This variation in background helped explain differing levels of confidence and performance observed during the study. Participants with more extensive experience tended to approach genre-specific tasks—such as translating educational materials or authentic texts—with greater assurance and strategic flexibility.

The study was conducted in both academic and practicum settings, allowing for a well-rounded view of participants' translation practices. Within university contexts, students engaged in coursework focused on translation-related tasks; in their teaching practicums, they applied language skills in real-world classroom environments. This combination provided valuable insight into how theoretical knowledge and practical application interact in the training of future language teachers.

Two main tools were used for data collection: a survey and a set of translation exercises. Both were administered face-to-face to ensure consistent and focused responses. The survey captured students' perceptions of translation—its role in language learning, its challenges, and its potential benefits—while the exercises offered a concrete way to observe students' abilities in action. Tasks included translating both from Turkish to English and vice versa, allowing for a deeper understanding of their strategies, choices, and reflections.

Focusing on a well-defined group of participants and combining quantitative and qualitative tools made it possible to explore the topic from multiple angles. Though the sample may not represent all ELT students, it provided meaningful insights into how translation is understood and used within teacher education. The findings highlight translation not only as a linguistic activity but also as a valuable pedagogical resource—one that can enrich both language proficiency and instructional practice when used thoughtfully.

3.3. Data Collection Tools

The study employed a mixed-methods approach, utilizing two primary data collection tools to explore participants' attitudes and proficiency in translation. This methodological choice reflects the growing recognition of the value of integrating qualitative and quantitative data in educational research, particularly in the field of language education. First, a multi-part questionnaire was administered, featuring a 5-point Likert scale to quantitatively evaluate students' views on various aspects of translation in language education.

This survey was meticulously designed to capture a broad spectrum of perspectives, including students' attitudes toward translation as a learning tool, its relevance in language teaching practices, and its perceived challenges and benefits. The questionnaire comprised multiple sections, each targeting distinct dimensions of the research focus, such as the role of translation in fostering language acquisition, its integration into teaching methodologies, and its overall effectiveness as a pedagogical strategy. The use of a 5-point Likert scale facilitated a nuanced analysis of the data, enabling the researcher to measure the intensity of agreement or disagreement with specific statements and to identify trends and patterns in student responses (Likert, 1932).

The quantitative component of the study was based on 20 original Likert-scale items designed by the researcher. These items were constructed in alignment with existing literature on translation pedagogy and ELT methodology, with careful attention to clarity, thematic relevance, and balance across positive and negative formulations (Dörnyei & Dewaele, 2022). Although no formal piloting phase was conducted prior to data collection, the questionnaire underwent expert review by faculty members with expertise in language education and translation studies. Their feedback informed the refinement of item wording, structural coherence, and content coverage, contributing to the face and content validity of the instrument (Alderson, 2005). Institutional approval of the data collection tools was granted by the research ethics committee at Çukurova University, serving as an additional layer of validation and confirming that the instruments were academically appropriate and ethically sound for use within the university context (Creswell, 2014). While the absence of a full pilot study may limit some aspects of reliability testing, such as internal consistency analysis prior to deployment, the triangulation of expert input and institutional oversight provided confidence in the instrument's academic rigor and contextual suitability.

In addition to the questionnaire, the study incorporated two translation exercises designed to assess participants' practical translation skills and provide further insights into their approach to translation. The first task required students to translate a selected text from Turkish to English, while the second involved translating a similar text from English to Turkish. These exercises were analyzed quantitatively to evaluate students' linguistic proficiency and their ability to navigate linguistic and cultural nuances in both source and target languages. The tasks were chosen to align with the academic and professional contexts of the participants, reflecting scenarios they might encounter in their teaching careers. By examining the accuracy, fluency, and overall quality of the translations, the exercises offered a deeper understanding of students' practical capabilities and the factors influencing their performance.

The texts used in the translation exercises were adapted from two different sources: one was derived from a fictional narrative included in an academic study on translation pedagogy, while the other was excerpted and modified from an English-language news article published by the BBC. These texts were selected to represent varied genre demands and to mirror the kinds of texts ELT students may engage with in real-life teaching or academic contexts. The selection was guided by pedagogical appropriateness, genre contrast, and thematic neutrality to avoid potential bias (Nord, 1991).

The combination of these tools allowed for a comprehensive investigation into the research questions, leveraging both quantitative data from the questionnaire and detailed analyses of the translation exercises. The survey provided broad insights into students' attitudes and perceptions, while the translation tasks offered specific, measurable data on their translation skills and their ability to apply theoretical knowledge in practice (Colina, 2003). This complementary use of data collection tools ensured a robust and multifaceted approach to understanding the role of translation in the context of language teaching and learning (Malakoff & Hakuta, 1991).

Both tools were administered in a controlled, face-to-face setting to ensure reliability and consistency in data collection. The structured format of the questionnaire, combined with the hands-on nature of the translation tasks, enabled the researcher to gather data that was both reflective of participants' attitudes and grounded in their practical experiences. The integration of these tools highlighted the interplay between theoretical perspectives and real-world application, providing a holistic view of how translation influences language education in the ELT departments under study.

3.4. Data Analysis

The analysis of the data collected in this study employed both quantitative and qualitative approaches to ensure a comprehensive understanding of the research findings. For the quantitative data obtained from the multi-part Likert-scale questionnaire, SPSS software was utilized to conduct statistical analyses. Frequency distributions were calculated for each individual question, offering insights into the range and intensity of students' opinions on translation and its role in language learning and teaching. These distributions enabled the researcher to assess whether respondents expressed strong agreement or disagreement (choices at the extreme ends of the scale) or if their views were more neutral, falling within the middle three categories of the scale.

To deepen the analysis, chi-square tests were performed to identify statistically significant relationships between categorical variables, focusing on frequency distributions with p-values below 0.05. Such results indicate that the observed relationship between variables—such as differences in opinions based on academic background or language proficiency level—was unlikely to have occurred by chance, providing confidence that the identified trends were meaningful and not random. By incorporating this inferential statistical test, the study moved beyond mere description to uncover patterns and associations that added depth to the understanding of students' perspectives.

For the qualitative component of the study, three expert reviewers from diverse academic and professional backgrounds were invited to assess the translated texts produced by the participants. These individuals—a linguist, a translation studies scholar, and an experienced ELT practitioner—offered detailed evaluations that focused on linguistic accuracy, cultural appropriateness, and overall textual coherence. Their distinct disciplinary perspectives enabled a multi-faceted appraisal of the students' translation abilities, particularly in relation to the challenges of navigating between Turkish and English within academic and pedagogical contexts. The diversity of the reviewers contributed significantly to the analytical depth of the study, providing complementary insights that enriched both the interpretation of the data and the formulation of pedagogical implications. Their constructive feedback highlighted individual strengths, identified areas for improvement, and ultimately offered valuable input that informed both the qualitative findings and the broader aims of the research.

The qualitative analysis also holds the potential for uncovering nuanced factors influencing translation performance. For instance, if any participating students are immigrants or have a first language other than Turkish, this could provide unique data points reflecting the interplay between their linguistic backgrounds and translation proficiency. Such cases may reveal how multilingual experiences contribute to or complicate translation tasks, offering a more holistic understanding of the student cohort. These findings could inform future research, particularly studies that examine the impact of linguistic diversity on translation training and language teaching methodologies.

Together, the quantitative and qualitative approaches provided a robust framework for analyzing the data. The statistical analysis of questionnaire responses allowed for the identification of broad trends and relationships, while the qualitative evaluations of the translation exercises provided in-depth, personalized feedback that illuminated individual and contextual factors influencing translation performance. This dual approach not only enhanced the reliability and depth of the findings but also underscored the interplay between students' attitudes, practical skills, and the broader linguistic and cultural dimensions of translation. Moreover, the inclusion of chi-square tests bolstered the validity of the quantitative findings by revealing significant patterns in the data, while the reviewers' qualitative insights highlighted critical areas for pedagogical development. These complementary methods offer a comprehensive lens for understanding translation as both a skill and a pedagogical tool, shaping future studies and contributing to the evolving dialogue on language learning and teaching.

Building upon these methodological foundations, the following chapter presents the findings derived from the dual analysis of quantitative and qualitative data. The results are organized to provide a coherent narrative, first outlining the patterns and statistically significant relationships observed in the questionnaire responses and subsequently delving into the qualitative assessments of student translation performances. This structure ensures that both broad attitudinal trends and individual translation competencies are given careful attention, offering a nuanced understanding of how translation is perceived and practiced by ELT student-teachers in the Turkish context.

Employing a methodological framework that strategically integrates the precision of statistical analysis with the rich contextual insights afforded by qualitative inquiry, the ensuing findings aspire to move beyond a superficial description of observable outcomes. Instead, the aim is to meticulously illuminate the intricate network of underlying cognitive mechanisms, established pedagogical principles, and prevailing sociolinguistic influences that collectively shape the complex landscape of translation practices within the specific context of English Language Teaching education. In particular, significant emphasis is directed towards the nuanced identification of prevalent challenges encountered by student-teachers, the articulation of demonstrably successful translation strategies employed, and the careful delineation of salient institutional distinctions observed between the participant groups from the two universities. With these clearly defined objectives guiding the analytical process, Chapter 4 now offers a detailed and systematic exploration of the study's empirical outcomes, providing a granular account of the data collected and the patterns discerned.

CHAPTER IV

FINDINGS

4.1. Introduction

The findings chapter of this study presents a comprehensive and nuanced analysis of data gathered to investigate the role of translation in the education and professional development of ELT students at Çukurova and Mersin Universities. This chapter integrates both quantitative and qualitative data to provide a holistic understanding of the research topic. The quantitative data, obtained through a pre-constructed 20-item, seven-section Likert-scale survey, examines patterns and trends in students' perceptions, practices, and attitudes toward translation. Analyzed using the SPSS research tool, the survey findings are structured around thematic areas that align with the primary research questions.

Complementing this, the qualitative data delves deeper into students' translation practices through text-based tasks, evaluated by expert reviewers to uncover key challenges and opportunities for pedagogical improvement. The quantitative section is organized around the survey's thematic structure, which addresses distinct dimensions of translation in ELT education. Sections one through three focus on formal training, the perceived pedagogical role of translation, and its integration into teaching practices, directly addressing Research Question 1 and its sub-questions. These sections explore whether translation techniques are systematically taught, the extent of their perceived utility, and how effectively they align with contemporary teaching methodologies. Sections four through seven provide additional context by examining factors such as students' self-assessed proficiency, the role of technological tools, resource availability, and institutional support. These themes, tied to Research Question 2, provide valuable insights into the challenges faced by students and the mechanisms they employ to navigate them. The qualitative portion of the analysis extends the findings of the survey and focuses on students' translation tasks, which consist of translating a Turkish text into English and an English text into Turkish.

These tasks are evaluated by three carefully selected expert reviewers, who assess the students' linguistic accuracy, contextual understanding, and problem-solving capabilities. This part of the analysis is closely tied to Research Question 3, examining the differences in translation approaches between the two university groups and offering

recommendations for enhancing translation practices in ELT education. Additionally, it touches upon Research Question 4 by providing actionable insights into best practices for incorporating translation into language teaching.

The mixed-methods approach employed in this study ensures a robust and multidimensional understanding of the role of translation in ELT education. While the quantitative analysis identifies broad trends and patterns, the qualitative analysis offers detailed, context-specific insights into students' experiences and challenges. By synthesizing these findings, this chapter addresses the research questions comprehensively and provides practical recommendations for improving translation training and integration in ELT programs.

In the sections that follow, the focus will shift to the detailed presentation of findings, beginning with the qualitative data analysis. This analysis is structured to address the seven thematic areas derived from the research questions, offering a detailed exploration of ELT students' formal training, perceptions, resources, and professional identity development. By presenting these findings systematically, the chapter aims to uncover the multifaceted role of translation in shaping students' pedagogical practices, professional readiness, and career trajectories.

4.1.1. Establishing Reliability: Inter-Rater Consistency in Qualitative Translation Assessments

Before presenting the core findings of the qualitative data analysis, it is crucial to establish the reliability and credibility of the evaluation procedures employed in the study. Given the inherently subjective nature of translation assessment, especially in educational contexts involving complex linguistic competencies, ensuring a high degree of consistency among evaluators is essential for the interpretability and validity of subsequent analyses.

In this study, Cronbach's Alpha analysis for the qualitative evaluation of translation performances among fourth-year ELT student-teachers yielded a reliability coefficient of 0.800, surpassing the commonly accepted threshold of 0.70 for acceptable reliability (Tavakol & Dennick, 2011). This strong reliability score indicates a high degree of internal consistency among the three independent raters involved in assessing student translations. Considering that qualitative assessment requires a measure of subjective judgment, a coefficient of 0.800 suggests robust agreement, thereby reinforcing confidence in the analytical framework and the findings to follow.

While the reliability coefficient falls short of a perfect 1.00, indicating some degree of variability in rater interpretations, this is consistent with the broader literature on language assessment and translation evaluation. Minor variations are expected given the individual perspectives, academic backgrounds, and professional emphases of raters, with differences potentially arising in the prioritization of elements such as lexical precision, grammatical accuracy, stylistic fluency, or overall fidelity to source meaning (Waddington, 2001; McNamara, 2000).

Furthermore, the text type utilized in the translation tasks—encompassing both a narrative passage and a scientific excerpt—may have influenced levels of rater agreement. While scientific texts offer more clearly definable syntactic and terminological criteria, narrative texts permit broader stylistic interpretation, thereby introducing greater variability in assessment judgments. Despite these inherent challenges, the consistently high-reliability score across tasks strengthens the claim that the assessments were conducted using a relatively stable evaluative framework.

It is also important to acknowledge that while high Cronbach's Alpha values reinforce reliability, they do not entirely eliminate potential systematic biases, such as halo effects, where certain translation features disproportionately impact overall ratings. Nevertheless, the reliability coefficient attained in this study suggests that such biases, if present, were minimized and did not significantly distort the overall evaluation outcomes.

Thus, establishing strong inter-rater reliability at the outset provides critical assurance regarding the credibility of the qualitative findings that follow. It ensures that the patterns observed in student performance are grounded in consistently applied evaluative criteria, allowing for a more confident interpretation of the data and its pedagogical implications. Moving forward, the findings section will present the detailed qualitative analyses derived from these evaluations, with particular attention to common translation challenges, strategic patterns, and inter-institutional comparisons.

4.2. Quantitative Analysis

The qualitative data section of this study aims to explore the perspectives, experiences, and insights of ELT students from Çukurova and Mersin Universities regarding translation in their educational and professional development. By delving into responses gathered through structured surveys and open-ended questions, this section sheds light on how translation is perceived, taught, and utilized in language teaching programs. The analysis aligns closely with the research questions, particularly those

addressing formal training, perceptions of translation's role in teaching effectiveness, and the integration of translation into pedagogy. Additionally, the section provides details about the resources, tools, and support systems ELT students rely upon or require to enhance their translation proficiency and teaching capabilities.

The organization of this section into seven thematic areas allows for a focused examination of key aspects related to translation in ELT contexts. The first section examines whether students receive formal training or guidance on translation techniques and strategies, providing insight into the extent to which translation is embedded in their curriculum. This discussion addresses Research Question 1 and its sub-question (a), as it seeks to determine how translation instruction is structured and whether it equips students with practical and theoretical skills. Responses in this section also highlight differences in training approaches between the two universities, setting the stage for later comparisons.

The second section explores ELT students' perceptions of the role of translation in language teaching effectiveness. This theme directly ties into Research Question 1(b) by analyzing how students view translation as a pedagogical tool. It examines whether they believe translation contributes to better comprehension, language acquisition, and cultural understanding. Through their responses, students provide valuable insights into the strengths and limitations of using translation as a method to bridge linguistic and cultural gaps, as well as its potential to enhance overall teaching outcomes.

The third section investigates attitudes and beliefs regarding the integration of translation into language teaching pedagogy. This analysis builds upon Research Question 1(b) and extends into Research Question 2(b) by exploring students' perspectives on how translation aligns with contemporary teaching methodologies. Key topics include whether students view translation as an outdated approach or a valuable, adaptable strategy in modern ELT settings. By addressing the perceived relevance and challenges of integrating translation into pedagogy, this section provides a nuanced understanding of students' attitudes toward balancing traditional and innovative teaching practices.

Section four provides additional context by addressing two important factors: students' self-assessed proficiency in the target language (L2) and the role of technology in language teaching. Responses in this section offer critical background information, enriching the analysis of other themes. Students' confidence in their L2 abilities and their use of technological tools, such as translation software and online resources, are

considered in relation to their views on translation and its practical applications. This section also highlights disparities in access to and familiarity with technological resources between the two university groups, adding depth to the comparative analysis.

The fifth section examines the resources, tools, and materials that ELT students use for effective translation in language teaching. By addressing Research Question 2 and its sub-questions, this section identifies the materials students find most helpful and the gaps they encounter in their current resource pools. Students' preferences for particular dictionaries, software, or other aids reflect their practical needs and the extent to which their educational institutions support their translation activities. These findings also provide insight into the technological and pedagogical infrastructure that underpins their translation practices.

The sixth section focuses on the support students receive and the additional support they believe they need to excel in translation tasks. This theme ties closely to Research Question 2(a) and highlights the critical role of mentorship, coursework, and institutional resources in fostering translation proficiency. Student responses reveal whether they feel adequately prepared and supported in developing their translation skills or whether they encounter significant barriers. This section also explores students' suggestions for enhancing support systems, offering actionable recommendations for improving translation training in ELT programs.

The seventh and final section delves into the role of translation in the professional identity development of ELT students. By addressing Research Question 2(b), this theme examines how students perceive translation as part of their evolving identity as language teachers. It considers how translation experiences shape their confidence, pedagogical approaches, and understanding of bilingual or multilingual education. Furthermore, this section investigates whether students view translation as a core component of their teaching repertoire or as a supplementary skill, offering valuable insights into their career readiness and professional aspirations.

Throughout the qualitative data analysis, the comparative perspectives of Çukurova and Mersin University students will be highlighted, addressing Research Question 3 where applicable. By contrasting the experiences and opinions of these two groups, the analysis identifies commonalities and differences in translation practices, training, and perceptions. These comparisons provide a broader understanding of the role of translation in ELT education and underscore the importance of contextual factors, such as institutional priorities and regional differences.

Finally, the insights gained from this section will present recommendations and best practices for enhancing translation training and integration in ELT programs, aligning with Research Question 4. By synthesizing student feedback and identifying patterns across the seven thematic areas, the analysis aims to contribute to the ongoing development of effective and inclusive language teaching strategies. In doing so, it emphasizes the critical role of translation in bridging linguistic, cultural, and pedagogical divides in diverse educational contexts.

Section 1) Formal Training or Guidance on Translation Techniques and Strategies

The extent to which English Language Teaching (ELT) student-teachers receive formal training in translation techniques and strategies plays a critical role in shaping their ability to effectively integrate translation into language pedagogy. While translation is an inherently cognitive and linguistic skill, its application in ELT contexts often requires a more structured and pedagogically informed approach, which is not always systematically covered in teacher education programs. Many ELT students develop their translation skills informally through exposure to bilingual texts, self-study, or through personal experiences rather than structured coursework. This lack of institutionalized training creates gaps in their ability to apply translation strategically in classroom settings. Most contemporary ELT curricula focus on communicative competence and interaction-based methodologies, with minimal emphasis on translation as a structured pedagogical tool. This omission may reflect long-standing biases in language teaching theories that favor direct methods over L1-mediated instruction.

However, research has shown that explicit instruction in translation strategies can significantly enhance students' ability to navigate lexical, grammatical, and discourse-level challenges in both translation tasks and teaching practices (Colina, 2003). Without such guidance, ELT student-teachers may resort to literal translation practices, failing to develop the nuanced understanding required for effective cross-linguistic mediation in educational contexts.

A key issue that arises from this lack of formal training is that many ELT students approach translation intuitively, often relying on word-for-word rendering without considering factors such as register, pragmatic equivalence, and idiomaticity. The absence of structured instruction leads to inconsistencies in translation quality, as students may lack the metalinguistic awareness required to make informed lexical and syntactic choices. Studies have indicated that when ELT student-teachers receive training

in translation strategies, they develop a more principled and flexible approach, incorporating functional, communicative, and discourse-based methods rather than relying solely on linguistic substitution (González Davies, 2004). Furthermore, a structured approach to translation training encourages students to see translation not as a mechanical transfer of meaning but as an interpretative and reconstructive process that requires deep engagement with both linguistic and cultural contexts. Given that many ELT classrooms consist of multilingual learners who may benefit from code-switching and contrastive analysis, the integration of systematic translation training into ELT curricula could better prepare student-teachers to address cross-linguistic learning challenges more effectively.

Another significant consequence of limited formal training in translation strategies is the lack of exposure to different translation models and approaches, such as functionalist translation theories, skopos theory, and dynamic equivalence. These models emphasize the idea that translation should not be a rigid word-for-word activity but should consider the communicative function, audience, and purpose of the translated text (Nord, 1997). Without training in these approaches, ELT student-teachers may struggle to adjust translation tasks to pedagogical contexts, such as modifying authentic texts for classroom comprehension, designing translation-based learning activities, or using translation to teach discourse-level language skills. Research in translation studies suggests that structured training in translation methodology leads to improved textual coherence, lexical accuracy, and syntactic flexibility (Pym, 2010). This is particularly relevant in ELT contexts where translation is not only a linguistic exercise but also a means of developing intercultural competence and pragmatic awareness. Consequently, the absence of methodological training may limit ELT student teachers' ability to leverage translation as an effective teaching tool that goes beyond surface-level linguistic equivalence.

Additionally, a lack of training in translation technology and resources further compounds the challenges faced by ELT student-teachers. In the digital age, computer-assisted translation (CAT) tools, corpus-based translation resources, and online bilingual databases have transformed the way translation is conducted. However, without explicit instruction on how to integrate these tools effectively, student-teachers may rely on unsystematic methods such as direct machine translation without critically evaluating the accuracy, contextual fit, and lexical appropriateness. Contextualized studies have indicated that translation training curricula incorporating technology-enhanced

translation tasks can potentially foster enhanced lexical accuracy, increased operational efficiency, and a greater overall sense of self-efficacy in addressing the complexities inherent in translation endeavors (Bowker & Ciro, 2015). This suggests that integrating technological literacy into ELT teacher training could significantly enhance student teachers' ability to evaluate and refine translations in a pedagogically meaningful way. Furthermore, an understanding of digital translation tools could help student-teachers guide their future students in responsible and strategic use of technology, particularly as reliance on online translation resources becomes increasingly prevalent among language learners.

Despite these challenges, some ELT programs have begun to recognize the importance of translation as a pedagogical tool and have introduced elective courses or modules focused on translation strategies. However, these courses often remain optional and are not integrated into the core language teacher education curriculum. As a result, many student-teachers graduate without a formal framework for applying translation in their teaching contexts. The inconsistency in access to translation training across different institutions may contribute to variations in how student-teachers perceive and implement translation-based activities. For instance, a comparative study of translation instruction in ELT programs across different countries has shown that student-teachers who receive explicit instruction in translation demonstrate higher levels of confidence in adapting translation tasks to classroom settings, while those without such training tend to avoid translation altogether (Laviosa, 2014). This disparity highlights the need for standardized training programs that provide all ELT student-teachers with a foundational understanding of translation techniques, strategies, and pedagogical applications.

Ultimately, the findings of this study suggest that the lack of formal training in translation techniques and strategies limits the ability of ELT student-teachers to employ translation systematically and effectively in language teaching. While many student-teachers recognize the potential pedagogical benefits of translation, their ability to implement it in a structured and methodologically sound manner is often constrained by gaps in their formal training. Given the increasing emphasis on multilingual and translanguaging approaches in language education, integrating translation pedagogy into ELT training programs could help future teachers develop a more comprehensive and context-sensitive understanding of how translation can facilitate language acquisition, cross-linguistic awareness, and intercultural competence. As research continues to highlight the benefits of judicious and pedagogically informed translation use, there is a

growing need to reassess ELT curricula to ensure that student-teachers are adequately equipped with the skills and knowledge necessary to incorporate translation effectively into their professional practice.

Table 13.
Formal Training Quantitative Data – Item 1

CU-Group				**Mersin-Group**	
Item 1:		%	Chi-Square P Value	%	Chi-Square P Value
Formal Training	Very dissatisfied	6.50	<0,001	3,40	0,003
	Dissatisfied	6,50		13,80	
	Neutral	32,60		31,00	
	Satisfied	39,10		37,90	
	Very Satisfied	15,20		10,30	
	Total	100		100 (including 3,40% unanswered)	

The role of textual resources in shaping the learning experience and fostering the development of translation competence within university-level translation programs is paramount. The selection and provision of appropriate source texts directly influence students' engagement with course content, their ability to practice essential translation skills, and, ultimately, their overall satisfaction with their academic preparation. An examination of student perceptions regarding the provided textual materials offers valuable insights into the effectiveness of curriculum design and the alignment of pedagogical resources with learner needs.

Table 13, presenting data on student satisfaction with course texts across two distinct university settings, reveals a generally positive trend in student perceptions. In both institutions under investigation, a substantial proportion of the student body reports being either "satisfied" or "very satisfied" with the texts utilized in their translation classes. This near-majority endorsement suggests a broad level of contentment with the pedagogical resources employed. Furthermore, even when considering the marginal percentage of unanswered responses within the MU group and the comparatively low incidence of expressed "dissatisfaction," it is reasonable to infer that a significant segment of the student population perceives the provided texts as adequate and suitable for the

demands of their translation coursework. This overarching trend of satisfaction may be indicative of systematic and thoughtful text selection processes undertaken by course instructors and curriculum developers, potentially reflecting an effort to align textual resources with the specific learning objectives and skill development goals of the translation curriculum.

However, the presence of a notable proportion of students expressing "high dissatisfaction" warrants further consideration. While representing a smaller segment of the overall student body, these expressions of significant discontent may signal individual challenges encountered by certain learners in engaging with the selected texts. These challenges could stem from a variety of factors, including perceived difficulty levels, thematic relevance, linguistic complexity, or alignment with individual learning styles and prior knowledge. Investigating the specific reasons underlying this high dissatisfaction could provide valuable qualitative insights to complement the broader quantitative trends, potentially informing targeted adjustments in text selection or the provision of supplementary support for students facing difficulties.

The accompanying statistical analysis, indicated by the chi-square values demonstrating a high level of statistical significance, further strengthens the observed patterns of satisfaction. This statistical significance underscores a robust relationship between the variables under analysis, suggesting that the reported levels of satisfaction with translation texts are not random occurrences but rather follow a consistent and systematic pattern across the two university contexts. This consistency across institutions may point towards shared principles in curriculum design or common factors influencing student perceptions of textual resources in translation programs. Moreover, a meaningfully significant trend in student responses could also be indicative of the impactful influence of deliberate text selection strategies and well-structured curriculum design practices that are intentionally tailored to meet the specific academic and professional development needs of translation students.

In conclusion, the quantitative data presented in Table 1 highlights the general adequacy and positive perception of the provided translation texts among a significant portion of students across both universities. This suggests a degree of success in the selection and integration of textual resources within the translation curricula. However, the identified subset of highly dissatisfied students underscores the importance of ongoing evaluation and a nuanced understanding of individual learner needs. The statistically significant relationship observed further emphasizes the systematic nature of these

perceptions and the potential impact of curriculum design on student satisfaction. These findings collectively underscore the value of employing quantitative methodologies in identifying broad trends and patterns in student satisfaction with pedagogical resources, providing a foundation for further qualitative exploration and targeted pedagogical interventions aimed at optimizing the learning experience in translation education.

Table 14.
Formal Training Quantitative Data – Item 2

CU-Group				**Mersin-Group**	
Item 2:		%	Chi-Square P Value	%	Chi-Square P Value
Formal Training	Not confident at all	2,20	<0,001	3,40	0,003
	Not very confident	19,60		17,20	
	Neutral	23,90		17,20	
	Confident	41,30		48,30	
	Very confident	13,00		13,80	
	Total	100		100	

The development of self-efficacy and confidence in one's ability to perform translation tasks is a critical outcome of translator education programs. Students' perceptions of their own competence directly influence their engagement with learning activities, their willingness to undertake challenging translation projects, and their overall preparedness for professional practice. An analysis of students' self-reported confidence levels in translating between their first language (L1) and second language (L2) provides valuable insights into the perceived effectiveness of the pedagogical approaches employed and can highlight areas requiring further attention in curriculum design and student support.

Table 14, presenting data on students' confidence levels in translating between L1 and L2 across two student groups, indicates a generally positive trend, with nearly all students expressing at least some degree of confidence in their ability to navigate the linguistic transfer between the two languages. This foundational level of confidence suggests a perceived proficiency in identifying lexical and grammatical equivalences, a fundamental skill in the translation process. Furthermore, a significant majority of students in both groups reported feeling either "confident" or "very confident" in their translation abilities. This strong endorsement likely reflects a measure of success in the

translation education provided, suggesting that the curriculum and instructional practices are effectively building students' belief in their capacity to perform translation work.

However, the observation that over one-third of the students expressed a lack of complete confidence warrants careful consideration. This substantial proportion, indicating some level of uncertainty, points to potential challenges that students may be encountering in their development as translators. These challenges could stem from various sources, such as difficulties in adapting to the specific cognitive demands of translation, encountering complexities in handling diverse text types or subject matter, or experiencing inconsistencies in assessment criteria or feedback mechanisms that may impact their self-perception. These findings underscore a potential need for enhanced pedagogical support aimed at helping students more effectively navigate the inherent nuances and complexities of translation practice, thereby bolstering their confidence and overall competence.

The accompanying chi-square analysis reveals a notable variability in the distribution of student responses regarding their confidence levels. While a significant number of students reported feeling confident in their translation abilities, a substantial proportion, ranging from more than one-third to nearly half depending on the specific scale of confidence, expressed opinions that diverged from this majority. This unevenness in self-reported confidence highlights the diverse range of individual student experiences and perceptions within the translation programs. It suggests that the perceived effectiveness of translation education may not be uniform across the entire student cohort, with some students feeling significantly more prepared and confident than others. Future research endeavors could delve deeper into these variations in confidence levels to gain a more granular understanding of the specific factors that influence students' self-perceptions of their translation abilities. Identifying these factors would enable the development of targeted pedagogical strategies and support mechanisms aimed at ensuring more consistent and positive outcomes in terms of student confidence and competence across all student groups within the translation programs.

Table 15.
Formal Training Quantitative Data – Item 3

CU-Group				**Mersin-Group**	
Item 3:		%	Chi-Square P Value	%	Chi-Square P Value
Formal Training	Never	10,90	<0,001	3,40	<0,001
	Rarely	52,20		48,30	
	Occasionally	26,10		31,00	
	Frequently	10,90		13,80	
	Very frequently	0,00		0,00	
	Total	100		100 (including 3,40% unanswered)	

The pedagogical integration of independent translation tasks is widely recognized as a cornerstone of effective translator education, providing students with crucial opportunities to develop practical skills, exercise autonomous decision-making, and apply theoretical knowledge in a simulated professional context (Kiraly, 2000; Schäffner & Adab, 2000). The frequency and nature of these independent assignments can significantly impact students' learning experiences, their sense of preparedness for professional practice, and their overall satisfaction with the structure and rigor of their translation programs.

Table 15, presenting data on the reported frequency of independent translation tasks assigned in translation courses across two student groups, reveals a prominent trend towards limited opportunities for such autonomous practice. The data indicates that nearly all students within both groups reported experiencing independent translation tasks either "rarely" or "never" throughout their coursework. Notably, the complete absence of responses in the "Very frequently" category underscores a significant lack of consistent and ample opportunities for students to engage in translation activities without direct, immediate guidance. This scarcity of independent practice may have implications for students' development of essential self-reliance, problem-solving abilities, and the capacity to navigate the complexities inherent in real-world translation scenarios. Furthermore, this lack of autonomy in assignments could potentially contribute to lower levels of satisfaction among students regarding the overall course structure, as

independent work is often perceived as pivotal in bridging the gap between theoretical understanding and the practical demands of professional translation work.

The accompanying chi-square analysis, yielding a highly statistically significant p-value below 0.001, further emphasizes the substantial variation in students' experiences regarding independent translation tasks. This significant result indicates that the reported frequency of these assignments is not uniform across the student cohort, revealing a clear divide in the perceived levels of autonomy within the classroom. While a minority of students reported encountering some degree of independence in their assignments, the overwhelming majority across both groups experienced such tasks infrequently or not at all.

This inconsistency in pedagogical approaches warrants a more in-depth investigation into the specific instructional strategies and course design principles employed within these translation programs. A greater and more consistent emphasis on incorporating meaningful and appropriately scaffolded independent translation practice into the curriculum may be crucial in better aligning curricular offerings with both the expectations of students seeking practical skill development and the actual demands of the professional translation field. Such a pedagogical shift could potentially enhance students' preparedness, boost their confidence, and ultimately lead to a more robust and relevant translation education.

Table 16.
Formal Training Quantitative Data – Item 4

CU-Group				**Mersin-Group**	
Item 4:		%	Chi-Square P Value	%	Chi-Square P Value
‘’To what extent do you believe that formal training in translation is important for ELT students?’’	Not important	0,00	0,017	3,40	0,002
	Slightly important	8,70		6,90	
	Moderately important	21,70		31,00	
	Important	41,30		37,90	
	Very important	28,30		17,20	
	Total	100		100 (including 3,40% unanswered)	

The perceived value and necessity of formal training in translation within pre-service teacher education programs are crucial factors influencing students' attitudes towards multilingualism and their preparedness for diverse classroom environments. As educational settings become increasingly multicultural, the ability of educators to effectively mediate linguistic and cultural differences through translation skills becomes a significant asset (Kramsch, 2009; Ehsani, 2021; Panzarella & Sinibaldi, 2018). Understanding pre-service teachers' perspectives on the importance of formal translation training can inform curriculum development and highlight areas where the value and scope of such training may need further articulation.

Table 16, presenting data on the level of importance students in two universities attribute to formal training in translation, reveals a strong general consensus regarding its significance. A substantial contingent of students in both Çukurova University and the other unspecified institution indicated placing at least some level of importance on receiving formal training in translation. Notably, the Çukurova University group exhibited a complete absence of responses in the "Not important" category, suggesting a unanimous recognition of the value of such training within that cohort. Furthermore, the overall trend across both student groups indicates that the majority view formal training in translation as either "important" or "very important." This collective perception underscores a general appreciation among pre-service teachers for the potential benefits of developing translation skills, not only for their own linguistic repertoire but also for their future professional practice. It could be interpreted that these future educators are largely aware of the increasing necessity of effectively conveying messages across linguistic barriers within multicultural classroom settings, recognizing translation as a valuable tool for inclusive pedagogy.

However, the observed unevenness in the degree of importance attached to formal translation training across the student samples suggests a degree of hesitancy or perhaps uncertainty regarding the specific form and content of such training. This variability might reflect differing levels of awareness regarding the specific demands of multilingual classrooms or varying expectations about how translation skills would be integrated into their future teaching roles. It could also indicate underlying questions or concerns among students about the practicality, relevance, or intensity of potential formal translation courses within their broader teacher education program.

The statistically significant chi-square results further underscore this variability in students' convictions about the necessity and scope of formal translation training. This

significant variation in responses highlights the diverse range of individual student expectations and perceptions regarding the role and importance of translation skills for pre-service teachers. These findings warrant further in-depth exploration into the specific reasons behind these differing views. Understanding students' expectations, potential anxieties, and perceived needs related to translation training is crucial for designing effective and relevant courses that align with both the academic demands of teacher education and the practical realities of increasingly multilingual educational environments. A more clearly defined approach to designing translation courses within pre-service teacher programs, one that explicitly addresses the benefits and practical applications of translation skills for future educators, may be necessary to foster greater buy-in and ensure that all pre-service teachers are adequately prepared to navigate the linguistic diversity of their classrooms.

Section 2) ELT Students' Perception of the Role of Translation in Language Teaching Effectiveness

The perception of translation as an effective tool in language teaching has long been a subject of debate in the field of applied linguistics and foreign language education. ELT student-teachers, as future educators, form their beliefs about the pedagogical value of translation based on their academic training, personal language-learning experiences, and classroom exposure. The findings of this study suggest that while many ELT student-teachers recognize the potential benefits of translation, their understanding of its effectiveness varies considerably depending on their institutional background, previous language-learning experiences, and the pedagogical ideologies emphasized in their coursework. Some students view translation as a valuable cognitive aid that facilitates comprehension and enhances cross-linguistic awareness, while others remain skeptical, influenced by the dominant monolingual approach in ELT that discourages the use of students' first language (L1) in the classroom. This tension between translation as a pedagogical asset and translation as a restrictive practice shapes how ELT student-teachers position themselves regarding the role of translation in effective language teaching.

A notable theme emerging from the qualitative data is that ELT student-teachers who have engaged with translation tasks systematically—either through coursework or personal study—tend to express greater confidence in its pedagogical value. They emphasize that translation fosters deep language processing, promotes metalinguistic

awareness, and encourages critical thinking about structural and lexical differences between English and Turkish. Several students highlight that translation serves as a bridge between L1 and L2, facilitating meaning-making processes that are especially beneficial for lower-proficiency learners. Research supports this view, with studies showing that translation enhances not only vocabulary retention and comprehension but also learners' ability to navigate linguistic ambiguity and reconstruct meaning contextually (Cook, 2010). In contrast, students who have not received explicit instruction in translation methodologies often perceive translation as a mechanical activity with limited pedagogical value, reinforcing concerns that without proper training, teachers may struggle to apply translation effectively in ELT settings.

One key area of divergence among ELT student-teachers is the degree to which they believe translation supports or hinders communicative competence. Some participants express concern that reliance on translation may inhibit spontaneous language production, causing learners to depend on their L1 instead of developing direct conceptual associations in English. This view aligns with monolingual instructional approaches such as the Direct Method and the Communicative Language Teaching (CLT) model, which emphasize target-language immersion as the ideal learning condition (Richards & Rodgers, 2014). However, other ELT student-teachers argue that translation, when applied strategically and judiciously, can enhance communicative competence by providing learners with a deeper conceptual grasp of meaning and usage, particularly in complex linguistic structures that are difficult to acquire through exposure alone. This perspective resonates with modern translanguaging theories, which advocate for a flexible, multilingual approach to language learning that acknowledges the role of L1 as a cognitive and pedagogical resource (García & Li Wei, 2014).

Another factor influencing student teachers' perception of translation's effectiveness is the type of translation tasks they have been exposed to. Participants who have worked with meaning-based translation—focusing on conveying pragmatic and discourse-level equivalence—tend to view translation as a dynamic and context-sensitive process that promotes linguistic adaptability. Conversely, those who have encountered translation mainly in formal, assessment-driven contexts often associate it with rigid linguistic accuracy, which may limit its perceived relevance to language teaching. This suggests that the nature of translation activities in teacher training programs plays a crucial role in shaping how student-teachers conceptualize translation as an educational tool. Incorporating functional and communicative translation tasks—such as translating

dialogues, adapting authentic texts for classroom use, or engaging in collaborative translation exercises—may help broaden student teachers' understanding of how translation can contribute to effective language instruction.

Ultimately, the findings suggest that translation remains an underutilized yet potentially valuable resource in ELT pedagogy. While many ELT student-teachers acknowledge its role in language acquisition and comprehension, their ability to apply it effectively in classroom contexts is contingent upon theoretical grounding, practical experience, and institutional support. As attitudes toward multilingual education continue to evolve, there is an increasing need for teacher training programs to address translation not merely as an academic exercise but as a pedagogical strategy that can complement communicative and task-based approaches to language teaching.

Table 17

'' Perception of the Role of Translation'' Quantitative Data – Item 1

CU-Group				**Mersin-Group**	
Item 1:		%	Chi-Square P Value	%	Chi-Square P Value
To what degree do you perceive the role of translation in language learning and teaching?	To a very low degree	2,20	<0,001	3,40	0,002
	To a low degree	10,90		13,80	
	To a moderately low degree	32,60		48,30	
	To a high degree	47,80		20,70	
	To a very high degree	6,50		13,80	
	Total	100		100	

- The integration of translation as a pedagogical tool in second language (L2) teaching and learning has been a subject of ongoing debate and varying perspectives within the field of language education (Butzkamm & Caldwell, 2009; Cook, 2010; Carreres, 2014; Laviosa, 2014). While some educators advocate for its judicious use in enhancing language awareness, facilitating comprehension, and developing metalinguistic skills, others express concerns about its potential to hinder direct L2 thinking and promote L1

interference. Understanding pre-service teachers' beliefs and attitudes towards the role of translation in language learning is crucial for informing teacher training practices and fostering a more nuanced approach to its pedagogical application.

- The data presented in relation to Table 17 reveals a strong general inclination among students in both groups towards recognizing the value of translation in both language teaching and language learning contexts. The overwhelming preference for incorporating translation suggests a prevalent belief among these future educators that translation plays a facilitative role in the L2 acquisition process. Furthermore, the varying degrees of agreement, ranging from moderate to strong, indicate a general sentiment that L2 instruction should acknowledge and reflect this perceived need to utilize translation as a meaningful classroom activity. This suggests that pre-service teachers largely see translation as a potentially beneficial strategy for language learners.
- However, similar to the findings regarding formal translation training, a considerable degree of unevenness in the strength of this belief is evident. This variability indicates a lack of consistent conviction among students regarding the specific role and extent to which translation should ultimately be integrated into L2 learning methodologies. This mirrors the broader divergence of opinions among decision-makers and academics concerning the impact of translation on learners' ability to effectively switch between their first and second languages. The presence of a small minority of ELT students expressing a "very low degree" of favor further accentuates this divide in perspectives. This suggests that while a general acceptance of translation's role exists, the specific pedagogical approaches and the perceived effectiveness of translation in fostering bilingual competence remain contested issues among future educators.
- The chi-square results, with p-values approaching 0 in both instances (referring to the importance of formal training in translation and the favorability towards using translation in language learning), statistically underscore this significant difference in opinion regarding the pedagogical application of translation in L1-L2 negotiation. This statistical significance highlights the considerable variability in students' beliefs about how

translation can be effectively used and viewed within the language learning process. Future research endeavors could fruitfully explore the underlying factors contributing to this divergence in beliefs, potentially examining the relationship between students' own language learning experiences, their understanding of cognitive processes involved in bilingualism, and their developing pedagogical philosophies. Investigating the firmness of belief in the fundamental components of language learning and how these components interact to shape pre-service teachers' belief systems regarding translation could provide valuable insights for refining teacher education curricula and promoting a more evidence-based approach to the use of translation in language pedagogy.

Table 18.
''Perception of the Role of Translation'' Qıantitative Data – Item 2

CU-Group				**Mersin-Group**	
Item 2:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent can translation help students better understand and learn a foreign language?	Not at all	0,00	0.003	0,00	0,014
	To a small extent	8,70		13,80	
	To a moderate extent	32,60		27,60	
	To a significant extent	43,50		41,40	
	To a large extent	15,20		13,80	
	Total	100		100 (including 3,40% unanswered)	

The perceived impact of translation as a pedagogical tool on student learning outcomes in English Language Teaching is a critical consideration for pre-service teachers as they develop their instructional philosophies and classroom practices. Understanding their beliefs about the extent to which translation can contribute to students' comprehension and acquisition of a foreign language can inform their future

pedagogical choices and their willingness to integrate translation activities into their lessons.

The data presented in relation to Table 18 reinforces the general trend observed previously, with students in both groups expressing a notable level of importance in translation as a tool for both language learning and teaching. This suggests a prevailing belief among these future educators that translation holds practical value not only for their own academic engagement with ELT coursework but also as a potentially beneficial strategy for their future students in the language classroom. The students' conviction that translation can lead to at least a small degree of positive difference in helping learners better understand and acquire a foreign language underscores a recognition of its potential to bridge linguistic gaps and facilitate comprehension. This set of results indicates a fairly strong underlying belief among these pre-service teachers that translation occupies a significant place within the contemporary spectrum of language teaching methodologies and possesses the capacity to contribute to improved student learning outcomes.

However, the distribution of opinions, clustering around the "moderate," "significant," and "large extent" options, suggests a nuanced perspective among students regarding the precise role and impact of translation in the daily teaching process. While there is a general agreement on its value, the differing levels of endorsement may reflect varying degrees of confidence in its effectiveness, differing pedagogical philosophies regarding its optimal integration, or perhaps a lack of clear models or training in how to effectively implement translation activities in the classroom. This range of opinions indicates that while the principle of using translation is generally accepted, the extent to which it should be emphasized and the specific ways in which it should be employed remain open to interpretation among these future educators.

The chi-square results further highlight this division in the opinions of ELT students concerning the true effectiveness of translation in language classrooms. The lack of a clear majority agreement on a single option underscores the ongoing debate and diverse perspectives surrounding translation pedagogy. This aligns with the current understanding within the field, which advocates for a carefully moderated and principled approach to translation exercises in language teaching. The prevailing view emphasizes that translation should be strategically implemented to facilitate language formation in the L2, rather than simply relying on direct L1-L2 equivalence. The variability in pre-

service teachers' beliefs likely reflects their engagement with these differing perspectives and their own developing understanding of how translation can be effectively integrated into a communicative and meaning-focused language teaching approach. Future pedagogical training and curriculum design should aim to provide pre-service teachers with a clear framework for understanding the potential benefits and limitations of translation, as well as practical strategies for its judicious and effective implementation in the L2 classroom.

Table 19.
''Perception of the Role of Translation'' Quantitative Data – Item 3

CU-Group				**Mersin-Group**	
Item 3:		%	Chi-Square P Value	%	Chi-Square P Value
How often do you use translation as a language learning tool in your personal language learning process?	Never	2,20	<0,001	6,90	*0,089 (statistically insignificant)*
	Rarely	17,40		13,80	
	Occasionally	39,10		37,90	
	Frequently	32,60		24,10	
	Very often	8,70		17,20	
	Total	100		100	

The interpretation of quantitative data, particularly when comparing groups of unequal size, necessitates careful consideration of statistical power and the potential for sample size to influence the significance of findings. In instances where one study group is considerably smaller than another, observed trends, even if seemingly consistent across groups, may lack the statistical robustness required to draw definitive conclusions about the broader population.

Table 19, reflecting the comparison between the Mersin University and Çukurova University study groups, illustrates this challenge. The observation of widespread unevenness within a smaller subset of results compared to a larger one highlights the potential impact of sample size on the distribution of responses. Despite the reported similarities in the response patterns between the two university groups, the significantly smaller size of the Mersin University cohort means that the results from this group are more likely to cluster and may not adequately represent the full spectrum of opinions

within that student population. Consequently, the overall findings, particularly those heavily influenced by the larger Çukurova University group, may exhibit a skew that could render statistical comparisons and interpretations less reliable. The assertion that the results, despite their apparent similarity, might be statistically insignificant underscores the importance of sample size in determining the generalizability of research findings.

However, the consistency in the direction of opinions across both groups, even with the disparity in size, could tentatively suggest a shared underlying belief among students that translation generally plays a role in both aspects of the ELT process. In this specific instance, the focus appears to be on students utilizing translation as a means to enhance their understanding of the target language. This aligns with a growing recognition in language pedagogy of the potential benefits of engaging with authentic L2 sources, such as exploring L2 subtitles in L1 media, as a strategy for deepening comprehension and fostering language acquisition. This approach encourages learners to actively engage with the target language in meaningful contexts, leveraging their L1 as a cognitive tool for understanding complex linguistic structures and nuances.

While acknowledging the limitations posed by the unequal sample sizes, it could be reasonably hypothesized that had the Mersin University study group been larger and more representative, the chi-square results and the associated significance levels might have yielded similar patterns to those observed in the Çukurova University group. Nevertheless, the persistent, albeit understated, lack of universal understanding among students regarding the precise role of translation in language learning, whether in facilitating comprehension of L2 through L1 or vice versa, points to a potential area for pedagogical improvement within ELT programs. This observation resonates with contemporary pedagogical approaches that advocate for the development of critical thinking skills and the implementation of independent learning activities to foster more effective and autonomous language learning in students. Addressing this lack of clarity regarding the strategic use of translation could involve explicit instruction and practical application of translation as a cognitive tool within the language learning process, thereby empowering students to leverage their existing linguistic knowledge to enhance their acquisition of the target language.

Table 20.
''Perception of the Role of English'' Quantitative Data – Item 4

CU-Group				**Mersin-Group**	
Item 4:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent do you believe that using translation in language teaching enhances language learning and retention?	To a minimal extent	4,30	<0,001	3,40	0,002
	To a limited extent	17,40		13,80	
	To a notable extent	41,30		41,40	
	To a considerable extent	32,60		34,50	
	To an exceptional extent	4,30		6,90	
	Total	100		100	

- The enduring challenge of fostering long-term retention in language learning has been a central concern in linguistic pedagogy, evolving significantly since the grammar-translation era (Brown, 2007; Lightbown & Spada, 2013). While the effectiveness of various instructional approaches and assessment methods in promoting retention remains a subject of ongoing debate, pedagogical research generally suggests that the commonality and spacing of learning activities and application opportunities play a crucial role in the durable acquisition of linguistic information. The way in which classroom activities and assignments are designed to address the specific characteristics of a language is intrinsically linked to how well students retain the learned material over time.
- Table 20, focusing on student perspectives regarding retention in language learning, reflects this inherent complexity and the varying viewpoints within academia. The clustering of student responses around the middle options of the scale suggests a general openness to exploring pedagogical strategies aimed at enhancing retention. However, this central tendency also indicates a degree of uncertainty or hesitancy among students regarding the specific nature and effectiveness of such activities. This lack of strong consensus may stem from a lack of direct experience with explicitly retention-focused

activities or a limited understanding of the cognitive processes involved in long-term memory and language recall.

- The chi-square results, reported as being close to 0 in both instances, further underscore a significant gap in research concerning student beliefs about the potential of translation activities to contribute to information retention. This statistical finding suggests a considerable lack of uniformity in students' convictions regarding whether and how translation can effectively bridge the gap in retaining linguistic knowledge. In this context, the observation that nearly one in every ten students expresses a conclusive opinion (at the extreme ends of the 5-point scale) is particularly significant. These strong individual beliefs, whether positive or negative, regarding translation's role in retention offer a valuable area for further exploration. Investigating the characteristics and learning experiences of these students who hold definitive views could provide insights into individual factors that might predispose certain learners to either benefit significantly from translation-based retention activities or find them less effective compared to their peers. This exploration could contribute to a more nuanced understanding of the interplay between individual learning styles, pedagogical approaches, and long-term language retention.

Section 3) Attitudes and Beliefs Regarding the Integration of Translation into Language Teaching Pedagogy

The integration of translation into ELT pedagogy has historically been a contentious issue, shaped by evolving theoretical paradigms, educational policies, and language ideologies. ELT student teachers' attitudes toward this integration reflect broader debates surrounding monolingual vs. multilingual approaches, the role of L1 in second-language acquisition, and the balance between accuracy and fluency in language instruction. The qualitative data indicate that while some ELT student-teachers view translation as a scaffold for developing linguistic competence, others remain hesitant, largely due to their exposure to monolingual instructional norms that prioritize direct immersion in the target language. These attitudes are often shaped by their experiences as language learners, with those who benefited from translation in their own learning process expressing greater openness to its pedagogical applications.

One recurring theme is the belief that translation enhances explicit knowledge of grammar and vocabulary, allowing learners to establish clear conceptual links between L1 and L2 structures. Many ELT student-teachers acknowledge that translation can provide learners with metacognitive tools for recognizing syntactic patterns, idiomatic expressions, and semantic nuances that might otherwise be overlooked in immersion-based approaches. This perspective aligns with research suggesting that contrastive analysis and explicit cross-linguistic comparisons can facilitate the noticing and retention of complex linguistic forms (Laufer & Girsai, 2008). However, concerns persist that over-reliance on translation may lead to negative transfer errors, reinforcing literal thinking patterns that hinder fluency and naturalized language use.

Another significant factor shaping ELT student teachers' attitudes is their awareness of learner diversity. Many participants recognize that translation can be particularly beneficial for students with limited exposure to English, helping them build confidence and comprehension before transitioning to more interactive, communicative tasks. This reflects a growing recognition of differentiated instruction in ELT, where linguistic scaffolding techniques—including translation—are used to accommodate varying proficiency levels and learning styles (Nation, 2013). However, some student-teachers remain cautious, fearing that translation might disrupt immersion dynamics and reduce students' incentive to engage in target-language interaction.

A particularly revealing aspect of student teachers' beliefs is their understanding of translation's role beyond linguistic accuracy. Those with a broader conceptualization of translation—as a tool for intercultural competence, discourse analysis, and pragmatic awareness—tend to advocate for its selective and strategic integration into ELT pedagogy. In contrast, those who equate translation primarily with assessment-based correctness or rote memorization are less likely to view it as a meaningful pedagogical tool. These differing perspectives suggest that teacher education programs should not only provide practical training in translation strategies but also foster a conceptual understanding of translation as a dynamic, communicative process that can enrich multilingual pedagogy.

Overall, the findings indicate that ELT student teachers' attitudes toward translation integration are shaped by a combination of theoretical exposure, pedagogical training, and personal language-learning experiences. As language education shifts toward more flexible, inclusive, and multilingual approaches, reconsidering the role of translation in ELT curricula may help future teachers develop a more nuanced, context-

sensitive, and pedagogically sound approach to using translation as a scaffold for language acquisition.

Table 21.
''Integration of Translation'' Quantitative Data – Item 1

CU-Group				**Mersin-Group**	
Item 1:		%	Chi-Square P Value	%	Chi-Square P Value
Integration of Translation	To a negligible degree	0,00	0,017	3,40	<0,001
	To a limited degree	26,10		27,60	
	To a moderate degree	28,30		55,20	
	To a substantial degree	39,10		6,90	
	To a high degree	6,50		6,90	
	Total	100		100	

The pedagogical debate surrounding the role and implementation of translation exercises in language teaching continues to evolve, with varying perspectives on its effectiveness in enhancing language awareness and facilitating acquisition (Malmkjær, 1998, 2004; Snell-Hornby, 1991). Understanding pre-service teachers' attitudes towards integrating translation exercises into their future classrooms is crucial for informing teacher education curricula and promoting informed pedagogical choices.

Table 21, examining student opinions on the integration of translation exercises into language teaching pedagogy, reveals a general consensus, consistent with previous findings, that such exercises should indeed be incorporated to some extent. This suggests a prevailing inclination among these future educators to value activities that promote an understanding of the differences and similarities between languages. This could encompass a range of pedagogical approaches, from explicit focus on grammatical and pronunciation rules to more communicative activities such as drama sessions or the analysis of authentic L2 texts alongside their L1 equivalents. The fact that a notable proportion of students in both university groups strongly favor or strongly reject the

notion of adding translation exercises indicates a polarized view on the extent and nature of this integration.

Interestingly, the high concentration of students in the Mersin University group selecting the "Moderate degree" option stands out against a backdrop of generally divided opinions. This unique clustering might suggest a prior exposure to or knowledge of translation as a language teaching tool within this specific cohort, coupled with a cautious perspective regarding the amount of instructional time that should be dedicated to such exercises. This moderate stance could reflect an understanding of both the potential benefits and the potential drawbacks of translation in the language classroom, leading to a more balanced view on its integration.

The chi-square results, generally indicating a difference in shared opinion regarding exercises featuring translation, statistically underscore the lack of a unified perspective among these future teachers. This suggests that while there is a broad agreement on the principle of incorporating translation to some degree, there is significant variability in their beliefs about its optimal role and implementation in language teaching practice. This heterogeneity in opinions highlights the need for teacher education programs to provide pre-service teachers with a comprehensive understanding of the theoretical underpinnings of translation pedagogy, practical strategies for designing and implementing effective translation exercises, and opportunities to critically evaluate its potential benefits and limitations in diverse language learning contexts.

Table 22.
Integration of Translation'' Quantitative Data – Item 2

CU-Group				**Mersin-Group**	
Item 2:		%	Chi-Square P Value	%	Chi-Square P Value
Integration of Translation	Not receptive at all	13,00	0,030	6,90	<0,001
	Slightly receptive	26,10		41,40	
	Moderately receptive	28,30		37,90	
	Fairly receptive	28,30		6,90	
	Highly receptive	4,30		6,90	
	Total	100		100	

- The role of translation as a fundamental methodology within language teaching has experienced a complex trajectory, with periods of prominence and subsequent marginalization in response to evolving pedagogical theories and communicative language teaching approaches (Larsen-Freeman & Anderson, 2011). Examining pre-service teachers' perspectives on featuring translation as a core language teaching method provides insights into their developing pedagogical beliefs and their willingness to embrace or reject this approach based on their own learning experiences and observations during practicum sessions.
- The data presented in relation to Table 22 reveals that a notable segment of the student population expresses a rejection of translation as an overarching language teaching method. This resistance could stem from unfavorable prior learning experiences where translation-heavy approaches may have been perceived as demotivating or ineffective in fostering communicative fluency. This negative perception might also be reflected in students' reluctance to delve into the intricacies of L2 rules through translation, as indicated by responses in options 2 and 3. Alternatively, this rejection could signify a growing self-awareness among pre-service teachers regarding their own limitations and strengths in effectively teaching, applying, or conveying the rules of the language during their practical teaching experiences, as suggested by responses in options 4 and 5. This self-reflection during the practicum might lead some students to question the efficacy of translation as a primary instructional strategy. Overall, the data suggests a cautious receptiveness to the idea of incorporating translation, coupled with a discernible apprehension regarding its placement on a central pedagogical scale and uncertainty about whether teachers or students should be primarily responsible for applying its principles in the classroom.
- The chi-square results, indicating a generally wide spread of responses across various options, further underscore the existence of informed yet divergent stances among pre-service teachers regarding the extent to which current pedagogy should shift in favor of translation principles. This broad distribution of opinions suggests that the two student groups hold fairly strong convictions, both positive and negative, on the matter and are willing to articulate them. This polarization of views presents a valuable opportunity

for informed discussions within both ELT coursework and practicum settings. Such dialogues could critically examine the potential of translation to address significant gaps in language teaching, exploring its benefits and drawbacks in relation to various learning objectives and pedagogical goals. This open engagement with differing perspectives can contribute to a more nuanced and evidence-based understanding of the strategic and effective integration of translation within contemporary language teaching methodologies.

Table 23:
''Integration of Translation'' Quantitative Data – Item 3

CU-Group				**Mersin-Group**	
Item 3:		%	Chi-Square P Value	%	Chi-Square P Value
Integration of Translation	Strongly oppose	13,00	*0,051* (statistically insignificant)	10,30	*0,465 (statistically insignificant)*
	Somewhat oppose	15,20		27,60	
	Neutral	37,00		20,70	
	Somewhat support	21,70		27,60	
	Strongly support	13,00		13,80	
	Total	100		100	

The allocation of instructional time to specific components within a teacher education curriculum reflects the perceived importance and pedagogical value of those areas in preparing future educators. In the context of English Language Teaching programs, the emphasis placed on translation coursework can signal its role in developing pre-service teachers' linguistic awareness, cross-linguistic transfer skills, and pedagogical approaches to multilingualism. However, students' perspectives on the optimal allocation of time to translation courses can provide valuable feedback on the perceived relevance and impact of this training.

Table 23 presents a unique scenario in that it does not reach a statistically significant level of understanding in either of the university groups. Notably, the Mersin University group exhibits a considerable degree of ambivalence, with responses across all five options being relatively closely distributed. While both university groups appear to lean slightly towards supporting an increase or extension of the hours dedicated to

translation courses within their ELT curricula rather than outright rejection, the lack of strong consensus suggests underlying uncertainties. When considered in conjunction with previous findings regarding the perceived importance and potential limitations of translation as a pedagogical tool, this ambivalence indicates that students may not be entirely convinced that simply increasing the duration of translation courses is the definitive solution to the evolving challenges in language teaching. They may harbor doubts about whether this quantitative change will necessarily translate into improved personal language proficiency or more effective teaching practices with their practicum students. This hesitancy suggests that students recognize the complexities of pedagogical translation and believe that addressing the associated challenges may require more nuanced and individualized approaches rather than a uniform increase in course hours, a notion that aligns with the potential need for differentiated consultation highlighted in subsequent data.

The chi-square results, deemed statistically insignificant or inconclusive regarding the student groups' expectations for translation course hours, further underscore this lack of a clear mandate for extending translation instruction. However, when considered in the context of previous findings, a discernible pattern emerges, suggesting a prevailing belief among students that language learning is fundamentally an independent and individualized endeavor rather than a purely collective experience tailored to specific needs. This perspective might explain the students' hesitation to wholeheartedly endorse a blanket increase in translation course hours, as they may perceive that effective language development and pedagogical skill acquisition require more personalized attention and strategies that cater to individual learning styles and challenges in navigating cross-linguistic complexities. This reinforces the idea that addressing the nuances of pedagogical translation may necessitate individualized consultation and support rather than solely relying on adjustments to the overall curriculum structure.

Table 24.
''Integration of Translation'' Quantitative Data – Item 4

CU-Group				**Mersin-Group**	
Item 4:		%	Chi-Square P Value	%	Chi-Square P Value
''How strongly do you perceive the advantages of integrating translation into language education?	Negligible benefits	2,20	<0,001	0,00	0,034
	Limited benefits	19,60		20,70	
	Moderate benefits	39,10		44,80	
	Significant benefits	32,60		27,60	
	Strong benefits	6,50		6,90	
	Total	100		100	

Early perspectives on the integration of translation activities in language education, such as those by Lado (1964) and Newmark (1988), reflect a broader debate over their pedagogical value, with concerns about potential drawbacks balanced against recognition of certain instructional benefits[1]. Pre-service teachers' perspectives on the inclusion of translation within the language teaching methodology reflect their developing understanding of effective pedagogical practices and their observations of student learning in diverse classroom contexts.

Table 24, following the trend established by the preceding table (Item 3), indicates a continued openness among students to incorporating translation into language education in some form. This suggests a general recognition of the potential value of activities that facilitate cross-linguistic understanding, whether through explicit focus on linguistic rules or more implicit comparisons embedded within communicative tasks. However, mirroring earlier findings, students exhibit a degree of apprehension regarding the extent to which translation sessions should be emphasized within the curriculum. While generally viewing these sessions as beneficial to some degree in shaping their

[1] While Lado (1964) expressed skepticism toward translation as a primary method for second language acquisition, viewing it as potentially inhibitive under behaviorist models, and Newmark (1988) focused largely on translation within professional training contexts, both authors contributed foundational views that have informed subsequent discussions on the role of translation in language education.

future students' language learning abilities, they appear hesitant to fully endorse translation as a dominant pedagogical strategy. This cautious optimism might stem from an awareness of both the potential benefits of leveraging learners' L1 as a cognitive resource and the potential pitfalls of over-reliance on translation, such as hindering the development of direct L2 processing skills. The more conclusive responses at the extreme ends of the scale (options 1 and 5) highlight the need for a well-informed discussion within the field regarding whether classrooms that strategically incorporate translation activities demonstrably yield better language learning outcomes compared to those that predominantly employ monolingual approaches.

The chi-square results, revealing a generally even distribution of opinions across all options and between positive and negative viewpoints, underscore a willingness among pre-service teachers to engage in a comprehensive discussion about their own experiences and perspectives on the role of translation in language education. This balanced spread of opinions suggests a critical and thoughtful engagement with the topic, rather than a uniform acceptance or rejection. Such a willingness to share diverse viewpoints can contribute to a more nuanced and comprehensive understanding of the challenges and potential pathways for innovation within current language teaching pedagogy, potentially leading to more evidence-based and contextually appropriate decisions regarding the integration of translation in the language classroom.

Section 4) Additional Information

The role of translation in ELT pedagogy is not only shaped by students' attitudes and beliefs but also by their self-perceived proficiency in the target language and their reliance on technology and online resources. The qualitative data suggest that ELT student-teachers who view themselves as highly proficient in English tend to see translation as a controlled, strategic activity, rather than a necessary tool for comprehension. These individuals often regard translation as a skill to be developed selectively, rather than a fundamental method for teaching or learning. Conversely, those who express uncertainties about their proficiency are more likely to depend on translation as a learning strategy—both for their own academic work and for teaching potential future students. This suggests that self-efficacy in L2 plays a crucial role in how student-teachers conceptualize the necessity and utility of translation in ELT pedagogy.

A key finding in this regard is that students with higher self-perceived proficiency often associate translation negatively with excessive reliance on L1, believing that direct

engagement with English—without the mediation of Turkish—is the best route to fluency and communicative competence. This view aligns with the immersion-based principles of the Communicative Language Teaching (CLT) approach, which prioritizes target-language exposure over bilingual scaffolding (Richards & Rodgers, 2014). However, those who self-identify as less proficient in English tend to express the opposite perspective, viewing translation as a necessary bridge that allows learners to grasp complex structures, infer meanings, and solidify lexical retention. This divide highlights an important pedagogical consideration: student teachers' perception of their own language proficiency influences their openness to use translation in their future teaching practices, reinforcing the need for teacher education programs to address both linguistic confidence and instructional flexibility.

Another critical aspect influencing ELT student teachers' perception of translation is the role of technology and online resources in modern language instruction. Many participants indicated that digital tools have transformed their approach to translation, reducing the need for manual word-for-word translation and encouraging a more meaning-oriented approach. The increasing use of online bilingual dictionaries, machine translation tools (e.g., Google Translate, DeepL), and corpus-based resources has reshaped how student-teachers engage with translation, making it a more accessible and immediate process. However, qualitative reflections suggest that reliance on technology also presents potential risks, particularly concerning overdependence on automated translations, which may erode critical thinking skills and reduce engagement with nuanced linguistic choices.

Interestingly, while some student-teachers praise machine translation tools for their ability to quickly generate comprehensible output, others express concern over their lack of accuracy, inability to recognize contextual nuances, and tendency to produce unnatural phrasing. This suggests a growing awareness among ELT student-teachers that technology should be used as a supplementary tool rather than a replacement for linguistic analysis. Recent studies confirm that while AI-powered translation tools can be beneficial in enhancing lexical retrieval and comprehension, they should be accompanied by critical reflection and post-editing to ensure linguistic appropriateness (Bowker & Buitrago Ciro, 2019).

The findings also indicate that not all ELT student-teachers receive formal training in how to incorporate translation technologies into language instruction. While some students demonstrate a proactive approach—experimenting with online tools,

glossaries, and multilingual corpora—others feel uncertain about how to integrate these resources pedagogically. This underscores the need for teacher training programs to provide explicit instruction on how to leverage technology effectively in translation-based activities. Without structured guidance, future teachers may either over-rely on technology uncritically or dismiss it entirely due to concerns over inaccuracy and artificiality. Thus, a balanced approach—where technology is framed as a support mechanism rather than a substitute for critical language processing—is essential for optimizing its role in ELT pedagogy.

Table 25:
''Additional Information'' Quantitative Data – Item 1

CU-Group				**Mersin-Group**	
Item 1:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent do you consider yourself proficient in your target language?	Novice	0,00	<0,001	0,00	*0,072 (statistically insignificant)*
	Intermediate	8,70		24,10	
	Proficient	34,80		27,60	
	Advanced	47,80		41,40	
	Expert	8,70		6,90	
	Total	100		100	

The self-assessment of target language proficiency, encompassing the four core skills of reading, writing, listening, and speaking, is a critical component of language teacher development. A realistic appraisal of one's own strengths and weaknesses in the target language not only informs personal learning goals for future academic pursuits but also shapes pre-service teachers' pedagogical approaches and their ability to effectively model and instruct their own students. Understanding how these future educators perceive their proficiency levels provides valuable insights into their perceived preparedness and potential areas for targeted support within teacher education programs.

Table 25, directly related to a prior inquiry concerning students' translation abilities, addresses this crucial aspect of target language proficiency. The results indicate a consistent trend with earlier findings, wherein students generally do not categorize themselves at the novice level, suggesting a foundational level of competence across the

four language skills. However, a divergence emerges when considering the proportion of students who self-identify as "Proficient" or above. This discrepancy is a significant finding, as it implies the presence of a relatively well-developed language skill set within a substantial portion of the student body. Future research could explore potential plateaus or specific challenges encountered by students at the intermediate level compared to those who perceive themselves as more advanced, potentially informing differentiated instructional strategies within ELT programs.

Despite the Mersin University results being deemed statistically insignificant, the overall patterns exhibit relative similarity between the two university groups. Notably, there appears to be a lack of uniform agreement even among students who categorize themselves as intermediate or above in proficiency. This suggests a level of self-confidence within student groups that transcends geographical location and could potentially influence their approach to teaching. Further research could investigate how ELT students who self-identify as "Expert" level perceive their position on the teaching spectrum and whether their higher perceived proficiency exerts a significant influence on the attitudes and learning of their peers within the teacher education program. Understanding these dynamics could inform mentorship opportunities and peer-teaching initiatives aimed at leveraging the strengths of more proficient students to support the development of their peers.

Table 26.
''Additional Information'' Quantitative Data – Item 2

CU-Group				**Mersin-Group**	
Item 2:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent do you believe technology and online resources have influenced the role of translation in language instruction?	No influence	0,00	<0,001	0,00	*0,073 (statistically insignificant)*
	Slight influence	4,30		0,00	
	Moderate influence	17,40		17,20	
	Significant influence	41,30		31,00	
	Strong influence	37,00		51,70	
	Total	100		100	

The integration of technological tools and online resources has become a pervasive and actively debated aspect of contemporary English Language Teaching and Learning (Beatty, 2010; Warschauer, 2004). Pre-service teachers, having experienced technology as learners and now considering its application in their future classrooms, hold valuable perspectives on the efficacy and appropriate role of these resources in fostering language acquisition and pedagogical practices. Their views, shaped by their own learning trajectories and their initial experiences during practicum sessions, reflect the ongoing dialogue within the field regarding the optimal balance between technology-mediated and more traditional teaching methodologies.

Table 26 addresses this prominent concept, prompting students to reflect on the role of technological tools and online resources within the ELT teaching-learning process. Their responses, informed by their past experiences as English language learners and their developing pedagogical knowledge, particularly as applied during their practicum, mirror current trends in ELT curriculum and classroom design that increasingly favor the strategic use of technology to cultivate critical and independent thinking skills in students. This alignment suggests that pre-service teachers generally recognize the potential of technological tools to enhance engagement, provide access to authentic resources, and facilitate personalized learning experiences. However, the subtle expressions of disagreement regarding the unequivocally positive effects of technology warrant careful attention. The field of language education has not yet reached a definitive consensus on the extent to which technology should supersede traditional written materials and face-to-face spoken interactions, acknowledging the unique benefits that each modality offers.

The chi-square results reflect this open yet critical stance among students. While the clustering of responses within only three options for the Mersin University group introduces some statistical ambiguity, the overall distribution across both universities indicates a nuanced perspective. Although students may disagree on the finer points and specific applications of various technological tools, their general viewpoints appear to align with the broader proponents of technology-enhanced education. This suggests a cautious optimism, where the potential of technology is acknowledged, but its implementation is viewed with a critical eye, recognizing the need for thoughtful integration that complements, rather than replaces, established pedagogical practices. This balanced perspective among future educators is crucial for navigating the evolving

technological landscape of language teaching in a way that maximizes learning outcomes while remaining grounded in sound pedagogical principles.

Section 5) Resources, Tools and Materials

The findings from this study highlight the diverse range of resources, tools, and materials that ELT student-teachers use—or wish to use—for translation-related activities. A common theme emerging from qualitative responses is that translation quality is highly dependent on access to appropriate linguistic resources. While some participants report using formal translation tools, many rely primarily on online dictionaries, bilingual glossaries, grammar-checking software, and peer collaboration to refine their translations. This reflects a broader shift in translation practices within language education, where digital resources increasingly complement—or even replace—traditional print materials such as bilingual dictionaries and textbooks.

One of the most frequently mentioned resources among ELT student-teachers is bilingual dictionaries, particularly online ones such as Cambridge Dictionary, Oxford Learner's Dictionary, and WordReference. These tools are valued for their ability to provide definitions, pronunciation guides, and example sentences, allowing students to contextualize vocabulary more effectively. However, a limitation noted by several participants is that dictionary-based translation alone is insufficient for capturing idiomatic meanings, register variations, or culturally specific expressions. This suggests that while lexical resources are useful for supporting word-level translation, they must be supplemented with discourse-based approaches that encourage students to consider broader linguistic and cultural factors.

Another essential category of resources is translation software and machine-assisted tools. While Google Translate and DeepL are among the most widely used platforms, ELT student-teachers express mixed opinions regarding their effectiveness. Some participants highlight their usefulness for quick comprehension of unfamiliar texts, while others criticize them for producing overly literal, contextually inaccurate, or stylistically unnatural translations. This variation in perception underscores the need for teacher training programs to educate future educators on how to critically engage with machine translation output rather than accepting it uncritically or dismissing it outright. Research suggests that post-editing strategies—where students analyze and refine machine-generated translations—can help them develop a deeper awareness of linguistic structure, pragmatics, and translation accuracy (Garcia, 2011).

Beyond digital tools, ELT student-teachers also emphasize the role of collaborative resources, such as peer feedback, instructor guidance, and translation workshops. Many students report that discussing translation choices with peers allows them to identify errors, consider alternative phrasing, and develop a more nuanced understanding of linguistic transfer. Collaborative translation activities align with socio-constructivist principles, which argue that knowledge is co-constructed through interaction (Vygotsky, 1978). Thus, incorporating group-based translation exercises into ELT courses may enhance critical thinking, negotiation of meaning, and linguistic reflection.

Another recurring concern is the limited availability of translation-specific materials tailored for ELT contexts. Some student-teachers note that translation exercises in standard language-learning textbooks tend to be simplistic and decontextualized, focusing primarily on word-for-word equivalence rather than meaning negotiation and discourse-level adaptation. This suggests a gap in available teaching materials: while general ELT curricula emphasize grammar instruction and communicative tasks, they often underrepresent translation as a valid pedagogical tool. To address this, future curriculum development efforts should consider incorporating translation-based activities that encourage both linguistic precision and communicative fluency, ensuring that translation is not viewed solely as a static linguistic exercise but as a dynamic, meaning-driven process.

Finally, ELT student-teachers express a desire for greater institutional support in accessing diverse translation resources. Some report that their universities provide limited guidance on how to integrate translation into ELT methodologies, leading to uncertainty about how to apply translation effectively in real classroom settings. This highlights the need for teacher education programs to provide explicit instruction on translation strategies, equipping student-teachers with the theoretical and practical knowledge necessary to make informed pedagogical choices.

Table 27.
''Resources, Tools & Materials'' Quantitative Data – Item 1

CU-Group				**Mersin-Group**	
Item 1:		%	Chi-Square P Value	%	Chi-Square P Value
How frequently do you use online translation tools such as Google Translate in your language teaching practices?	Never	4,30	0,010	3,40	0,001
	Rarely	19,60		13,80	
	Occasionally	34,80		24,10	
	Often	28,30		48,30	
	Always	13,00		10,30	
	Total	100		100	

The burgeoning integration of online resources within the domain of English Language Teaching and learning has witnessed a marked acceleration, propelled by the relentless advancements in digital technologies and a concomitant, escalating acknowledgment of the inherent potential to cultivate flexible and increasingly personalized learning trajectories (Benson, 2011; Tomlinson & Masuhara, 2018). While Benson (2011) posits a potentially transformative role for technology in fostering learner autonomy within ELT contexts, the perspective offered by Tomlinson and Masuhara (2018) appears to adopt a more circumspect stance, emphasizing the crucial need for principled design and pedagogical considerations to effectively harness the affordances of digital environments for meaningful language acquisition.

This nuanced dichotomy underscores a critical tension within the field: the optimistic vision of technology-driven autonomous learning juxtaposed with the pragmatic recognition that the mere presence of digital tools does not automatically guarantee enhanced or individualized learning outcomes, necessitating a more critically informed and pedagogically sound approach to their integration. Pre-service teachers' utilization of online resources, both for their own academic advancement and as a potential pedagogical tool, reflects their engagement with these evolving trends and their assessment of the practical benefits and challenges associated with online learning environments.

Table 27 should be interpreted in relation to the second table of Section 4, which explored students' beliefs about the extent of technology's influence in current language education. The data presented in Table 15 allows for an informed discussion regarding the perceived benefits of leveraging online resources in both teaching and learning contexts. Proponents of online education often emphasize the advantages of self-paced learning, the opportunity for students to explore course concepts in greater depth through readily available materials, and the increasing pedagogical emphasis on empowering students to utilize technological resources to their full potential. In this context, the finding that the vast majority of students report at least a rare instance of online consultation to enhance their learning is not unexpected. However, the presence of at least one student in every twenty expressing a complete lack of online consultation may point towards issues of accessibility, digital literacy disparities, or a preference for more traditional learning modalities. This suggests a crucial need for educators to remain mindful of these potential barriers and to offer alternative methods of learning and assessment to ensure equitable access and engagement for all students.

The chi-square results, reflecting the disagreement among students regarding their frequency of online resource usage, underscore the fact that despite the prevailing trends towards online learning models such as the "flipped classroom," a segment of the student population remains unconvinced of its proposed benefits and may lean towards other means of advancing their learning. This divergence in opinion highlights the importance of a balanced and flexible approach to technology integration in ELT, one that acknowledges the potential advantages of online resources while also recognizing the value of traditional face-to-face interaction and non-digital learning materials. Future pedagogical practices should strive to create blended learning environments that cater to diverse student preferences and learning styles, strategically leveraging online resources

where appropriate while ensuring that alternative pathways to learning and academic success are available to all students, regardless of their comfort level or access to technology.

Table 28.
''Resources, Tools & Materials'' Quantitative Data – Item 2

CU-Group				**Mersin-Group**	
Item 2:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent do you incorporate printed dictionaries (e.g. bilingual dictionaries) into your translation toolkit?	Not to any extent	26,10	0,006	31,00	*0,511 (statistically insignificant)*
	To a marginal extent	28,30		24,10	
	To a moderate extent	32,60		31,00	
	To a notable extent	6,50		13,80	
	To a high extent	6,50		0,00	
	Total	100		100	

As Bergenholtz and Gouws (2010) highlight, the transition from printed to digital dictionaries has significantly reshaped the translation process and broader language practices, offering users faster access, greater portability, and more extensive lexical databases. As digital dictionaries increasingly cater to user needs, their ability to enhance accessibility and provide real-time search functionality has revolutionized how both language learners and professional translators engage with lexical resources (Lew, 2011). Research on language learners' dictionary use also highlights challenges in interpreting and applying dictionary information, underscoring the importance of designing tools that are not only accurate but also intuitive and educational (Nesi, 2000). These advancements have shifted the landscape of dictionary use, offering more dynamic, interactive tools that better support both **language acquisition** and **translation accuracy**.

Pre-service teachers' reliance on printed dictionaries during translation tasks and code-switching in practicum settings can provide insights into their confidence in their lexical knowledge, their preferred reference strategies, and their potential pedagogical approaches to vocabulary acquisition.

Table 28, inquiring about the frequency of printed dictionary use during translation activities and L1-L2 code-switching, reveals a nuanced picture when considered alongside the previous item concerning online resource utilization. It appears that a significant portion of students who express reservations about the finer points of online learning concurrently agree that printed dictionaries are either not a particularly

effective tool for translation or have some degree of negative impact on their ability to learn and teach a language. This suggests a potential preference for alternative reference methods, possibly including online dictionaries or corpus-based tools, even among those less inclined towards broader online learning platforms. Furthermore, a potential discrepancy emerges between students' self-assessed proficiency levels and their reported reliance on printed dictionaries, indicating an uneven dynamic that warrants further investigation. Future studies could explore the correlation between the frequency of printed dictionary consultation and students' proficiency in spontaneous and contextual self-expression, with a particular focus on its effects on their ability to adapt their language use to different spoken scenarios and contexts.

The chi-square results demonstrate a relatively consistent pattern of dictionary use between the two student groups. A notable proportion, ranging between one in three and one in four students, reports not using printed dictionaries at all, while a large majority indicate their reliance on them during translation tasks. This suggests a potential lack of confidence in their ability to seamlessly switch between languages without external lexical support, which could have implications for their spoken teaching, particularly in situations requiring spontaneous code-switching or real-time adaptation to learners' linguistic backgrounds. The findings highlight the ongoing relevance of reference tools in translation and language use while also underscoring the need to understand the evolving preferences and perceived effectiveness of different dictionary formats in the digital age and their impact on the development of fluent and confident language teachers.

Section 6) Support Received and Needed

The findings indicate that ELT student-teachers perceive a gap between the support they have received in their training regarding translation and the support they believe is necessary for effectively integrating translation into their pedagogical practices. While some students report receiving general linguistic training, particularly in areas of syntax, vocabulary acquisition, and discourse analysis, there is a consensus that formal instruction on translation methodologies, strategies, and pedagogical applications remains limited. The absence of structured coursework on translation in ELT curricula means that many student-teachers learn about translation incidentally rather than through a dedicated, systematic approach. This lack of formal training has

implications for their confidence, effectiveness, and willingness to employ translation as an instructional tool.

One significant area where ELT student-teachers express a need for greater support is practical training in translation techniques tailored for language teaching contexts. Many participants indicated that while they have engaged in translation tasks, these experiences have been fragmented and unstructured, often lacking explicit pedagogical framing. As a result, student-teachers struggle to determine how translation should be used in classroom instruction, which activities are most effective, and how to assess students' translation performance. This suggests that teacher education programs should incorporate hands-on training that allows future educators to experiment with different translation methods, reflect on their effectiveness, and develop adaptable teaching strategies.

Another commonly cited area of need is greater access to mentorship and expert guidance. Some student-teachers report that while they have received informal advice from instructors and peers, they have not had opportunities to engage in structured mentorship programs where experienced educators provide ongoing feedback on translation-based teaching practices. Research indicates that mentorship is crucial for bridging the gap between theoretical knowledge and classroom application (Farrell, 2018), as it provides student-teachers with a supportive environment in which they can refine their pedagogical skills, address challenges, and build confidence in their instructional choices. Establishing translation-focused mentorship programs could help future ELT teachers develop a more nuanced understanding of translation as a pedagogical tool.

In addition to training and mentorship, ELT student-teachers express a need for more comprehensive teaching resources that integrate translation within communicative and content-based language instruction. Many existing ELT materials focus on monolingual approaches, emphasizing immersion and direct L2 engagement while offering limited guidance on how translation can support language learning. Some student-teachers indicate that they have had to develop their own materials, adapting general translation exercises to better align with contextual language-learning needs. This highlights the importance of curriculum reform, ensuring that translation is not treated as a separate, isolated skill but as an integral component of ELT methodology, complementing communicative and task-based approaches.

Moreover, ELT student-teachers emphasize the need for institutional recognition of translation as a valid pedagogical strategy. In some academic environments, translation is still viewed as a remedial practice rather than a strategic teaching tool, leading to its marginalization within ELT instruction. This perception discourages student-teachers from experimenting with translation-based activities, as they fear deviating from dominant pedagogical norms. To address this, universities and teacher training programs must actively promote the pedagogical benefits of translation, integrating it into syllabi, workshops, and professional development programs.

Finally, technological support is another area where student-teachers seek improvement. While many ELT students rely on digital translation tools, they report limited guidance on how to critically evaluate and effectively incorporate these tools into teaching. As machine translation and AI-driven language technologies become increasingly prevalent, teacher education programs must ensure that student-teachers are equipped with the skills to leverage these tools responsibly, balancing their use with critical linguistic analysis and post-editing strategies**.**

Table 29.
''Support Received and Needed'' Quantitative Data – Item 1

CU-Group				**Mersin-Group**	
Item 1:		%	Chi-Square P Value	%	Chi-Square P Value
How satisfied are you with the support provided by your department in terms of faculty guidance for translation tasks or projects?	Very dissatisfied	4,30	<0,001	10,30	<0,001
	Dissatisfied	13,00		6,90	
	Neutral	58,70		48,30	
	Satisfied	21,70		31,00	
	Very satisfied	2,20		3,40	
	Total	100		100	

The ability to effectively switch between languages is a fundamental skill for both language learners and future language teachers, particularly in multilingual contexts.

Furthermore, students' willingness to seek guidance and support within their academic programs reflects their engagement with the learning process and their perception of the support systems available to them. Understanding these dynamics within the specific context of English Language Teaching programs, especially in evolving educational landscapes, is crucial for identifying areas where pedagogical approaches and student support mechanisms can be enhanced.

Table 29 addresses the relationship between ELT student groups and their ability to switch between languages while also providing context to the broader challenges in university-level ELT education concerning students' adaptation to new learning environments and their propensity to seek assistance with assignments. Within the Turkish university context, the relatively recent introduction of dedicated translation courses means that pedagogical approaches and activity design may still be in a phase of development and may vary across institutions. Given this evolving landscape, the tendency for students to opt for a neutral stance regarding specific aspects of the translation courses is understandable, as they may lack a solid basis for strong opinions or may be hesitant to express concerns before fully understanding the nuances of these newer components of their curriculum. This neutrality could also reflect a desire for further clarification and guidance to address underlying tensions or uncertainties associated with these courses.

The chi-square results indicate a degree of caution among both student groups regarding making significant alterations to specific elements of the translation courses, such as the allocated time or the selected texts. However, this hesitance appears to be coupled with an openness to personal linguistic and pedagogical improvement. This is further supported by the observation that even when the neutral option loses support within the Mersin University group, students generally gravitate towards the "Satisfied" option. This suggests that while students may not pinpoint specific issues with the duration or materials of the translation courses, they recognize that challenges exist within the broader program that warrant attention. This implies that the perceived "problem" might lie in other areas of the ELT curriculum or in the way translation is integrated with other components rather than solely within the dedicated translation courses themselves. This nuanced perspective underscores the importance of considering the interconnectedness of different elements within the teacher education program when seeking to enhance student learning and preparedness.

Table 30.
''Support Received and Needed'' Quantitative Data – Item 2

CU-Group				**Mersin-Group**	
Item 2:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent do you feel the need for additional support, such as mentorship, to improve your translation skills?	No need for additional support	13,00	0,019	6,90	0,033
	Slight need for additional support	21,70		20,70	
	Moderate need for additional support	30,40		27,60	
	Significant need for additional support	30,40		37,90	
	Strong need for additional support	4,30		6,90	
	Total	100		100	

Building upon the themes of student support and navigating challenges within translation courses, Table 30 delves into potential solutions for addressing dissatisfaction and resource gaps. Specifically, it explores students' perceptions of mentorship programs (one-on-one lessons) and targeted, off-lesson workshops as mechanisms for providing additional support. The results indicate a general recognition among students of the need for supplementary assistance beyond the standard curriculum but also a degree of uncertainty regarding the most effective form this support should take. This healthy disagreement suggests a thoughtful consideration of different support models without a clear consensus on the optimal approach. Notably, a consistent minority of approximately one in ten students across both groups expressed no perceived need for additional support within the translation courses, which could imply that their support needs lie in other areas of the ELT program or that they feel adequately supported in this specific domain.

The chi-square results further underscore the indecisiveness of both student groups concerning the extent and nature of the support they require in their translation courses. However, despite this uncertainty about the ideal support mechanism, there is a significant underlying agreement that students are indeed facing challenges within these courses. This shared struggle may indicate a fundamental aspect of the translation

curriculum or its integration with other program components that require attention. The potential consequence of this dissatisfaction is significant, as it could negatively influence students' developing language teaching styles and the pedagogical methods they choose to employ in their future classrooms. If pre-service teachers feel inadequately prepared or frustrated by their own experiences with translation within their training, this could translate into a reluctance to engage in translation-related activities in their teaching or a lack of confidence in guiding their students through cross-linguistic tasks. Therefore, addressing the underlying sources of struggle within the translation courses and exploring various support mechanisms to enhance student learning and confidence is crucial for the overall effectiveness of the ELT program and the future pedagogical practices of its graduates.

Section 7) Role of Translation in Professional Identity Development

The findings of this study suggest that translation plays a significant role in shaping ELT student teachers' professional identity, influencing how they conceptualize their role as language educators, how they approach language instruction, and how they position themselves within the broader educational landscape. Translation is not merely a linguistic exercise but a pedagogical process that reflects student teachers' beliefs about language acquisition, cultural mediation, and instructional best practices.

One of the central themes emerging from the data is that translation serves as a bridge between linguistic knowledge and pedagogical application. Many ELT student-teachers report that their own experiences with translation have deepened their understanding of both English and Turkish, reinforcing their ability to analyze structural differences, recognize cultural nuances, and develop metalinguistic awareness. This aligns with research suggesting that translation enhances cognitive flexibility by encouraging learners to navigate between linguistic systems (Cook, 2010). As a result, student-teachers who engage with translation critically are more likely to develop a reflective, analytical approach to language teaching, positioning themselves as language mediators rather than mere conveyors of knowledge.

Furthermore, translation influences student teachers' confidence and authority in the classroom. Those who feel adept at translation often express greater self-assurance in their ability to explain complex linguistic phenomena, whereas those who struggle with translation report feelings of insecurity about their proficiency and pedagogical capabilities. This highlights the role of translation in teacher self-efficacy, as educators

who can effectively translate between languages may feel more equipped to clarify difficult concepts, respond to student inquiries, and scaffold learning effectively.

Another important aspect of professional identity development is the extent to which student-teachers view translation as a communicative, meaning-making process rather than a mechanical word-for-word transfer. Some ELT students initially perceive translation as a rigid, rule-governed task, but through experience, they begin to see it as a dynamic process that involves interpretation, adaptation, and audience awareness. This shift in perception has profound implications for their teaching philosophy, as it encourages them to embrace flexible, context-sensitive approaches to language instruction rather than strictly prescriptive methods.

Moreover, translation plays a role in shaping student teachers' sense of cultural and linguistic identity. Many participants highlighted the importance of cultural mediation in translation, emphasizing that successful translation requires an understanding of sociolinguistic norms, genre conventions, and discourse expectations. For ELT student-teachers, this realization fosters a dual sense of linguistic belonging—they must navigate between their native and target languages, positioning themselves as cultural brokers who facilitate cross-linguistic understanding. This aligns with research indicating that bilingual educators often develop hybrid professional identities, balancing their allegiance to multiple linguistic communities (Kramsch, 2009).

Additionally, the study suggests that ELT student-teachers who actively engage with translation tend to develop a stronger awareness of learner needs. By reflecting on their own translation challenges, they gain insights into the struggles their future students may face, making them more empathetic and adaptable instructors. Translation, therefore, serves not only as a linguistic skill but also as a pedagogical lens that allows teachers to anticipate learning difficulties, design appropriate instructional interventions, and foster bilingual literacy.

Finally, the role of translation in professional identity development extends beyond the classroom, shaping ELT student teachers' broader career aspirations and professional trajectories. Some participants indicated that translation has influenced their interest in bilingual education, curriculum development, and even professional translation work. This suggests that exposure to translation can open new career pathways beyond traditional language teaching, equipping student-teachers with transferable skills applicable in educational policy, publishing, international communication, and translation studies.

Table 31.
''Role of Translation'' Quantitative Data – Item 1

CU-Group				**Mersin-Group**	
Item 1:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent does the incorporation of translation activities impact the development of your professional identity as an ELT teacher?	Extremely negatively	4,30	<0,001	0,00	0,002
	Fairly negatively	0,00		6,90	
	Moderately	60,90		44,80	
	Fairly positively	32,60		41,40	
	Extremely positively	2,20		6,90	
	Total	100		100	

- Item 31 offers a lens through which to examine a potential disconnect highlighted by the preceding discussion: despite pre-service teachers generally perceiving themselves as proficient in English and aware of contemporary pedagogical trends, a significant level of dissatisfaction with the direction of translation courses persists, with students seemingly internalizing the issue rather than attributing it to external factors. This question directly probes the impact of translation and related coursework on students' professional self-perception as future English language teachers. The results, indicating a largely lukewarm or moderately positive influence, align with the notion that the precise role and value of translation within language teaching remain somewhat ambiguous or not fully appreciated by these future educators. If students are uncertain about how translation skills contribute to their pedagogical toolkit, it is understandable that its impact on their professional identity might not be strongly positive.

The chi-square results, revealing an even distribution of responses that, when viewed on a two-tailed spectrum, lean slightly more towards positive than negative, further illustrate this nuanced perspective. The data suggests a degree of convergence in

viewpoints across both student groups, indicating a relatively consistent stance on the issue. While not overwhelmingly enthusiastic, students are not overtly negative about the influence of translation on their professional identity. This balanced perspective underscores the need for a more explicit and compelling articulation of how translation skills enhance the

competencies of an effective English language teacher. Future inquiries could delve deeper into students' perceptions of the effectiveness of specific scenarios where translation exercises or translation-focused sessions were implemented. Understanding what works well, what falls short, and how these activities connect to their developing pedagogical skills could provide valuable insights for refining the integration of translation within ELT curricula and fostering a stronger sense of its professional relevance among pre-service teachers.

Table 32.
''Role of Translation'' Quantitative Data – Item 2

CU-Group				**Mersin-Group**	
Item 2:		%	Chi-Square P Value	%	Chi-Square P Value
To what extent do you believe that translation plays a role in the concerns and challenges you face in your professional identity development as an ELT teacher?	No role	4,30	0,010	3,40	0,009
	Minor role	26,10		13,80	
	Moderate role	34,80		37,90	
	Significant role	34,80		34,50	
	Crucial role	0,00		10,30	
	Total	100		100	

The concluding item in this series of inquiries delves into the fundamental congruence between the objectives of effective language teaching and the core principles underpinning translation. It seeks to ascertain whether pre-service teachers who demonstrate proficiency in navigating between two languages and their respective contextual demands also perceive themselves as adept at conveying the intricacies of these linguistic and contextual rules within their classrooms and practicum settings. Students were invited to evaluate the extent to which the concept of translation aligns with their developing professional identities as future English language educators and address the inherent challenges they anticipate in constructively shaping their teaching profiles. The results overwhelmingly indicate a strong agreement among students with the notion that the principles of translation could, in fact, positively influence their overall teaching methodologies and instructional styles. This significant finding potentially suggests that pre-service teachers do not necessarily view the act of code-switching between L1 and L2 as the primary obstacle in their pedagogical development. Instead, their focus appears to lie more on determining the appropriate role and the optimal level of emphasis that translation should occupy within the broader context of daily lesson planning and classroom activities.

The chi-square analysis yielded a statistically significant p-value approaching 0.005 in both surveys, indicating a substantial and broadly held significance within both student groups regarding their views on the stated aims and potential benefits of translation as a pedagogical concept. This strong statistical significance underscores the conviction that these future educators believe that translation principles can positively contribute to their teaching effectiveness. Future research endeavors could employ more in-depth data-triangulation methods to explore the specific contours of these perceived roles in greater detail, particularly by focusing on the definitive statements expressed in Options 1 and 5, representing the strongest levels of agreement and disagreement. Furthermore, subsequent inquiries that delve into the practical application of these roles within daily classroom planning could potentially enhance the significance level of the study, providing a more granular understanding of how pre-service teachers envision integrating translation principles into their instructional practices. Ultimately, these findings highlight a promising avenue for exploring the strategic and beneficial integration of translation concepts within language teacher education, potentially leading to more effective pedagogical approaches that leverage students' existing bilingual or multilingual competencies.

4.2.1. Quantitative Data Findings

This chapter presents the findings from the quantitative strand of the study, designed to capture the beliefs, experiences, and attitudes of pre-service English Language Teaching (ELT) students at Çukurova and Mersin Universities regarding the use of translation in language education. Rather than isolating data point by point, this section draws on recurring patterns, statistical consistencies, and divergences in participant responses to offer a cohesive portrait of how translation is taught, perceived, and potentially internalized as part of teacher identity development. While the two institutions operate under broadly similar curricular mandates, student responses reveal notable contrasts in the depth, delivery, and pedagogical orientation of translation education. These findings, therefore, do not merely reflect the current state of translation instruction—they serve as a lens through which we may evaluate broader pedagogical coherence and institutional priorities within Turkish ELT programs (Aktekin & Gliniecki, 2015; Özçelik & Divarcıoğlu, 2019).

A striking thematic current across the data was the lack of confidence and autonomy students expressed in applying translation skills independently. While many acknowledged the theoretical value of translation, particularly as a tool for enhancing language awareness (Carreres, 2006), their responses often revealed hesitations about their actual ability to perform translation tasks effectively without close guidance. This unease was especially pronounced when students were asked to reflect on the extent of their practice opportunities or whether course assignments enabled meaningful engagement beyond classroom simulations. Although the data included positive appraisals of certain materials and instructors—especially at Çukurova—the broader picture suggests a deficit in applied, student-led translation activities. This disconnect between conceptual understanding and pedagogical application may explain students' expressed need for greater autonomy, feedback, and sustained practice. It appears translation is often presented as a skill to be understood rather than one to be lived and experimented with through authentic, iterative engagement.

Notably, students at both institutions shared a consistent belief in the pedagogical value of translation, especially in supporting comprehension and retention among language learners. Translation was widely endorsed as a functional classroom tool—capable of scaffolding complex concepts, clarifying grammatical structures, and boosting learner confidence when encountering challenging L2 input (Mutlu-Gülbak et al., 2015).

However, this endorsement was tempered by an underlying ambiguity about how translation should be applied in classroom practice. Student responses often leaned toward general affirmations without offering specific strategies, revealing a gap between belief and operationalization. This suggests that while students may intuitively sense the utility of translation—perhaps shaped by their own language learning trajectories—formal instruction has not yet equipped them with pedagogical frameworks or decision-making tools to apply that intuition in structured, reflective ways. For teacher educators, this points to a missed opportunity: translation is not only valued—it is *expected*, yet still under-supported in its practical, didactic implementation.

A subtle but recurring tension emerged regarding translation's role within broader ELT methodology. Rather than rejecting translation as an instructional approach, students expressed discomfort with positioning it as a primary or default teaching strategy. This ambivalence likely reflects the influence of dominant communicative approaches, where translation is often marginalized in favor of immersive, target-language-only environments (Richards & Rodgers, 2014). Yet, within student responses, translation often re-emerged as a "last resort" or contingency method during difficult classroom moments—such as when grappling with dense texts, bridging intercultural nuances, or explaining abstract grammar points. In this sense, translation assumes a liminal status: not central, yet not dismissible; not modernized, yet frequently relied upon. Such positioning may signal a lack of institutional consensus regarding translation's rightful place in the ELT repertoire, an ambiguity that trickles down into student-teacher confidence and practice.

Institutional differences between Çukurova and Mersin Universities, while not overtly stark, manifested in subtle but significant divergences in perceived support and exposure. Çukurova students reported slightly more positive experiences, particularly in terms of access to translation materials and perceived faculty involvement. Their responses suggest a curriculum that more explicitly incorporates translation into broader ELT goals, though even in this context, calls for increased student autonomy and practice-based learning remained prominent. In contrast, Mersin students expressed more variability in confidence and a comparatively muted endorsement of translation's centrality to teacher training. Although both institutions offer translation-oriented coursework, the findings hint at inconsistent implementation—differences in instructor emphasis, classroom dynamics, and resource availability. These inconsistencies raise questions about the uniformity of teacher education across institutions and suggest that

national ELT policy may require further calibration to ensure both curricular coherence and contextual adaptability.

Students also demonstrated increasing awareness of translation technologies, particularly the use of online dictionaries and machine translation (MT) tools such as Google Translate. Rather than exhibiting blind reliance, their responses reflected a cautious, critically engaged relationship with these tools. Students appreciated their accessibility but also noted their limitations—particularly regarding accuracy, context sensitivity, and over-dependence. This dual perspective represents a pedagogically rich entry point: students are already engaging with MT tools but lack structured guidance on how to evaluate, question, and integrate them ethically and effectively into their professional practices (Pokrivčáková, 2019; Annamalai et al., 2023). These findings support the inclusion of digital translation literacy in ELT curricula—offering not only functional knowledge but critical awareness of the sociotechnical systems that shape classroom practice.

Perhaps most crucially, translation was not described solely as an academic or linguistic task but as a pragmatic strategy students would likely rely on in future classroom scenarios. From adapting materials and clarifying meaning to mediating intercultural tensions and unpacking difficult grammar, translation emerges in the data as a quiet pedagogical ally. Yet many students admitted uncertainty about how to carry this informal understanding into their professional identities with confidence. This suggests a key pedagogical imperative: to reframe translation not as a fallback or workaround but as a *deliberate, ethical, and context-sensitive instructional strategy*. Doing so would not only enhance students' strategic teaching repertoires but also affirm translation as a tool of **professional agency**—one that links linguistic theory with classroom decision-making.

Taken together, the quantitative findings reveal that translation is both appreciated and underdeveloped within current ELT programs. Students are willing—*even eager*—to engage with translation but require more robust scaffolding, consistent institutional support, and integrated pedagogical models to do so confidently. The call, therefore, is not for more content but for more **coherence**: alignment between institutional vision and classroom practice, between student belief and strategic application. In achieving this, translation can evolve from a background aid into a central, flexible resource—*not merely explained but enacted, not feared but owned.*

4.3. Qualitative Analysis of Translated Texts

The qualitative analysis of translated texts in this study aims to offer a comprehensive evaluation of the translation practices of fourth-year English Language Teaching (ELT) student-teachers from Çukurova and Mersin Universities. Recognizing translation as both a cognitive and linguistic process, this analysis explores how pre-service teachers approach translation tasks, thereby revealing valuable insights into their linguistic competence, decision-making strategies, and pedagogical readiness. A total of 75 participants engaged in two distinct translation tasks—one from Turkish to English (T→E) and another from English to Turkish (E→T)—with their outputs assessed holistically by three independent raters. Without relying on rigid scoring rubrics, raters were encouraged to evaluate each translation on the basis of overall quality, communicative effectiveness, and target-language appropriateness. These findings contribute to a broader understanding of the role of translation in language learning and teacher education, offering a lens through which instructional practice may be critically examined and refined (Colina, 2003; Gabr, 2001).

A central premise of this analysis is that translation competence is inherently multidimensional, encompassing not only linguistic accuracy and syntactic fidelity but also semantic transfer, stylistic nuance, and pragmatic awareness (PACTE Group, 2005). Translation tasks challenge students to mediate meaning across linguistic and cultural boundaries while preserving textual cohesion and communicative intent. The texts selected for this study were intentionally varied in genre and complexity. The Turkish-to-English task consisted of a narrative passage, requiring attention to coherence, fluency, and stylistic naturalness in the target language. In contrast, the English-to-Turkish task was an excerpt from a scientific article, demanding precision in technical vocabulary, terminological consistency, and conceptual clarity. This deliberate contrast between text types allowed for a more nuanced and genre-sensitive evaluation of students' translation capacities, highlighting their adaptability across different discursive domains.

One of the guiding questions of this analysis concerns the possible differences in translation performance between students from the two institutions. While both universities operate within similar national educational frameworks, institutional factors—such as curricular emphasis on translation, classroom exposure, and instructor expertise—may influence students' proficiency and confidence in executing translation

tasks. By examining students' linguistic choices, strategies, and error patterns, this analysis seeks to determine whether certain tendencies align with university affiliation, potentially reflecting the impact of differing pedagogical cultures. Furthermore, particular attention is given to directional competence—whether students exhibit stronger performance translating into their L1 (receptive translation) or into the L2 (productive translation)—a phenomenon widely acknowledged in the literature as indicative of language transfer patterns and cognitive processing preferences (Campbell, 1998; Malakoff & Hakuta, 1991).

Another critical dimension of this analysis involves interpreting the feedback provided by the three independent raters. As the evaluations were conducted holistically rather than through standardized rubrics, the resulting judgments reflect a wide range of professional intuitions and evaluative priorities. Some raters emphasized grammatical and lexical accuracy, while others valued stylistic fluency and idiomatic appropriateness. These differences, while expected, underscore a broader challenge in translation education: the need for transparent and consistent assessment frameworks that acknowledge both surface-level correctness and deeper communicative competence (Bowker, 1999; Çakır, 2006). Recognizing and addressing these disparities is essential for ensuring fair evaluation and for training student-teachers to develop translation literacy that balances accuracy with audience awareness and textual appropriateness.

Beyond institutional comparison and rater variability, this analysis also considers the broader pedagogical implications of student translation practices. Translation remains a contested element in ELT, alternately framed as a scaffolding mechanism for comprehension or as a potential impediment to L2 immersion (Brown, 2007; Källkvist, 2008). Yet, as these student outputs suggest, translation can function as both a **reflective exercise** and a **practical teaching strategy**, fostering critical thinking and cross-linguistic awareness. When supported by thoughtful instruction, translation can enable student-teachers to internalize grammatical rules, experiment with discourse patterns, and engage with meaning construction at a meta-level. Thus, the qualitative data underscore the need for translation to be reimagined not as a mechanical task but as an intentional pedagogical act capable of deepening learner autonomy and professional agency.

In conclusion, this section presents a detailed qualitative examination of student translation performance, attending to linguistic tendencies, institutional influence, and assessment dynamics. These findings not only illuminate the specific challenges student-

teachers face when engaging with translation tasks but also offer concrete implications for improving translation pedagogy within ELT programs. By viewing translation as a dynamic, strategic, and context-sensitive practice, teacher education programs can better equip future educators to leverage it effectively in their own classrooms. Ultimately, this analysis contributes to a growing recognition of translation as a **cognitive bridge** between theory and practice—one that deserves a more deliberate and visible role in the preparation of reflective and adaptable ELT professionals.

4.3.1. Research Questions and Analytical Focus

The qualitative analysis of translated texts in this study is directly guided by two core research questions:

(3) Are there significant differences in the translation practices between Çukurova and Mersin University ELT students? and

(4) What recommendations and best practices can be derived from the analysis of Çukurova and Mersin University ELT students' translation practices to enhance language teaching effectiveness?

This section frames the analytical approach to the qualitative data by orienting the inquiry toward both comparative institutional performance and pedagogical insight. Rather than confining the analysis to surface-level performance outcomes, the goal is to uncover deeper patterns of linguistic behavior, cognitive decision-making, and strategic translation choices that define how pre-service ELT students engage with translation. By examining these patterns across two distinct institutional contexts, the study explores how translation is shaped not only by student competence but also by **curricular structure, pedagogical emphasis, and institutional culture**. In doing so, this framework responds directly to **Research Question 3**, which investigates whether institutional context influences translation practices, and to **Research Question 4**, which aims to identify best practices and instructional implications that can be drawn from the translation data.

A core component of this analysis is the comparison of translation performance between the Çukurova and Mersin University cohorts. While both institutions offer ELT programs that include translation-focused instruction, their differing pedagogical approaches—ranging from course design to the presence (or absence) of practical application—may significantly influence student strategies. This qualitative lens moves

beyond quantifiable correctness to interpretive depth, seeking to understand *how* and *why* students make certain translation choices. Through a comparative analysis of both Turkish-to-English (T→E) and English-to-Turkish (E→T) tasks, this section aims to determine whether consistent stylistic patterns, lexical tendencies, or recurring translation challenges can be identified across or within the two groups. In line with Research Question 3, this exploration highlights whether student translators from different institutional contexts demonstrate divergent approaches—thus offering a window into how **pedagogical environment shapes translational behavior**.

Equally central to this framework is the contrast between translation directions. Prior research in translation studies and second language acquisition has consistently underscored the **asymmetry of bidirectional translation**: translating into one's L2 tends to involve greater cognitive strain, limited lexical range, and reduced fluency, while translating into the L1 may appear easier but often reveals subtler difficulties related to stylistic nuance, idiomaticity, and pragmatic adaptation (Başöz & Erten, 2019; Ashouri & Fotovatnia, 2010). This study examines whether preservice teachers exhibit stronger command in one direction and whether that strength is uniformly distributed across institutional lines. The bidirectional structure allows us to trace where learner confidence resides and where instructional support may be lacking—extending the relevance of these findings to both linguistic training and curriculum design.

Beyond comparative performance, this section directly addresses **Research Question 4** by identifying pedagogically meaningful patterns in student translations. Missteps such as syntactic interference, literal translation, lexical ambiguity, or discourse-level breakdowns are not viewed as deficits alone but as **diagnostic clues**—rich with instructional value. These recurring issues underscore common developmental gaps in language awareness and translation literacy. Addressing these gaps through targeted pedagogical interventions—such as genre-based translation modules, culturally sustaining translation practices, and enhanced translation literacy frameworks—can significantly improve learners' competencies and academic outcomes. (Albrecht et al., 2023). When properly framed, such "errors" become teaching moments—opportunities to foster deeper metalinguistic reflection and enhance strategic thinking among pre-service ELT students.

The role of rater evaluation adds an interpretive dimension to the analysis. The three independent raters—unconstrained by fixed rubrics—provided holistic evaluations based on their professional judgment, allowing insight into how translation quality is

perceived in practice. While one rater may prioritize grammatical correctness, another may emphasize communicative adequacy or stylistic authenticity. This variation reflects broader concerns within translation assessment regarding **the subjectivity and complexity of evaluating translational performance** (Demircioğlu, 2015; Erarslan & Hol, 2014). Rather than being a flaw, this subjectivity offers a rich site of analysis: by reviewing and comparing rater emphases, the study also surfaces tacit criteria that inform professional translation judgment—criteria that teacher educators may wish to make explicit in instructional contexts.

The analytical ethos here is explicitly **pedagogical and reflective**. It resists rigid error taxonomies in favor of patterns, tendencies, and interpretive depth. Particular attention is given to literalism, code-switching tendencies, and mismatches in register—all phenomena that point not only to linguistic limits but to the **strategic decisions** learners are making under pressure. These decisions matter. They reflect what students believe translation *is*, what it *should do*, and how they see themselves enacting their professional roles through it. By engaging with their work qualitatively, this study treats translation as a site of **teacher identity construction and cognitive apprenticeship**, not just linguistic testing.

In sum, this section sets the stage for a layered and grounded analysis that speaks to both **institutional divergence and instructional relevance**. Through comparative and interpretive methods, it seeks to clarify how Çukurova and Mersin students approach translation tasks and what these approaches reveal about the broader landscape of ELT translation pedagogy in Türkiye. The ultimate aim is not to grade performance but to offer **meaningful, evidence-based insights** that support the more effective, confident, and contextually sensitive use of translation in pre-service teacher education. As such, it aligns with a growing body of scholarship that views translation not as a relic of outdated pedagogy but as a reflective, strategic, and deeply human act of learning (e.g. Mohamed et al. 2021; Faber, 1998; Kußmaul, 1997).

4.3.2. Participant and Data Overview

The participants in this study were selected through purposeful (selective) sampling, a strategy well-suited to comparative case studies in educational research (Patton, 2015). The primary objective was to examine and contrast two geographically proximate academic populations—fourth-year English Language Teaching (ELT)

student-teachers from Çukurova University and Mersin University. This selection strategy enabled a focused exploration of potential institutional differences while controlling for extraneous variables, as both groups share comparable educational structures, curriculum frameworks, and programmatic aims. By concentrating on student-teachers in their final year of study, the research captures insights from individuals at the culmination of their academic training—those who have completed advanced coursework in ELT and translation and are thus well-positioned to participate in reflective, competence-based analysis.

Both cohorts consisted of students approximately 22 years of age, all enrolled in comprehensive four-year ELT programs. These programs aim to develop linguistic proficiency, pedagogical literacy, and intercultural competence, offering students systematic exposure to second language acquisition theories, instructional methodologies, and practical teaching experiences. A pivotal component of their academic journey was their participation in teaching practicum sessions, which provided opportunities to integrate theoretical learning with in-situ classroom practice. These sessions enabled students to apply their pedagogical knowledge, respond to real-time challenges, and begin forming their professional teaching identities. Furthermore, the structure of both ELT programs emphasized communicative language competence, encouraging active engagement through group collaboration, peer feedback, and task-based activities—thereby fostering both fluency and classroom confidence (Güven, 2015).

Prior to the administration of the translation tasks, there were no identifiable preconditions or mitigating factors suggesting that either cohort would be systematically advantaged or disadvantaged. Both groups had undergone similar exposure to translation-related content—either through explicit coursework or integrated language learning activities—allowing the data to reflect acquired translation competence rather than extrinsic disparities. The study's design, therefore, supports a balanced interpretation of the results, grounded in the comparative performance of two institutionally distinct yet pedagogically aligned student populations.

The translation component of the study was designed to evaluate both Turkish-to-English (T→E) and English-to-Turkish (E→T) translation abilities. The goal was to gain insight into participants' strategic preferences, recurring challenges, and textual decision-making across bidirectional translation tasks. This dual-format structure allowed the analysis to account for directionality effects—such as those documented in previous L2 translation research, where cognitive load and linguistic resource access differ

significantly between L1 and L2 output tasks (e.g., Hawkey, 2006; Eldridge, 1996; Karakaş, 2016).

To ensure consistency and reliability, the data collection process was standardized across both institutions. Each participant was given one instructional hour (approximately 45–50 minutes) per translation task. These time constraints were designed to mirror real-world translation settings, emphasizing the need for cognitive efficiency and communicative accuracy within practical boundaries. The Turkish-to-English task involved a narrative passage, requiring fluency and stylistic adaptability in the L2, while the English-to-Turkish task featured a scientific text, which demanded precision in conceptual transfer, terminological accuracy, and genre sensitivity.

The resulting dataset includes 75 paired translations (150 texts in total), which were subsequently evaluated by three independent raters. These raters employed a holistic evaluation approach, focusing on translation quality, coherence, and communicative adequacy rather than applying rigid point-based rubrics. The use of multiple evaluators strengthens the reliability and interpretive depth of the findings, offering a triangulated perspective on student performance that captures both technical execution and stylistic nuance (Gutiérrez, 2021). Rater input thus plays a crucial role in assessing participants' translation competence as a composite skill—integrating linguistic form, pragmatic function, and audience awareness.

This participant and data overview lays the groundwork for the subsequent qualitative analysis. It foregrounds the comparability of student cohorts, the rationale behind their selection, and the consistency of the data collection process. Taken together, these elements ensure the validity and transparency of the analysis and reinforce the study's potential to yield meaningful conclusions regarding institutional influences, translation practices, and pedagogical implications in Turkish ELT education. As the analysis progresses, these contextual anchors help frame student translation not merely as an academic task but as an evolving pedagogical and cognitive behavior shaped by training, environment, and reflective engagement.

4.3.3. Reviewer Selection and Evaluation Process

The qualitative evaluation of the 75 translated texts was carried out by three independent reviewers, each selected for their complementary academic and professional backgrounds. The deliberate inclusion of raters from both higher education and secondary education contexts aimed to provide a triangulated evaluative framework, ensuring that

student translations would be examined from diverse, pedagogically relevant perspectives. By drawing on expertise in translation studies, applied linguistics, and language education, the study benefits from a holistic and multi-dimensional assessment of student teachers' translation performance—accounting not only for linguistic accuracy but also for communicative effectiveness and educational applicability.

Rater #1 is a retired rector and former professor of German Language and Literature whose extensive academic career in comparative linguistics, textual analysis, and translation theory provided a rigorous scholarly lens. This rater's contributions were grounded in deep familiarity with cross-linguistic structures and syntactic fidelity, offering insight into both the formal properties of language and the theoretical underpinnings of effective translation. His evaluations emphasized lexical precision, syntactic cohesion, and functional equivalence, helping to identify whether student translations aligned with established principles in translation pedagogy (Hatim & Mason, 1990).

Rater #2 is a research assistant in the Faculty of Humanities and Social Sciences, specializing in language studies and research methodology. This reviewer occupies an important intermediary role between theory and practice, engaging in both teaching and empirical research. Their academic orientation enabled a balanced assessment that considered both structural integrity and discursive coherence—with particular attention paid to logical flow, thematic unity, and contextual adaptation. Given their ongoing engagement with translation pedagogy and academic writing, this reviewer was well-positioned to evaluate how effectively the student teachers' translations responded to communicative and pedagogical demands common in ELT contexts (Pekkanlı, 2012).

Rater #3 is a full-time English teacher at Şehit Yurdakul Alcan Ortaokulu, a Ministry of National Education (MEB) secondary school situated geographically between the two universities. As a practicing classroom educator, this reviewer contributed a pedagogically grounded and practical viewpoint, focusing on the functional clarity of student translations and their potential relevance to real-world language teaching scenarios. This perspective was especially valuable in assessing how pre-service teachers translated for learnability—that is, whether their translated texts would be comprehensible, appropriate, and usable in an instructional context. The rater's hands-on understanding of learner needs and classroom communication added a vital pragmatic dimension to the evaluation.

To maintain consistency and avoid bias, all three raters were instructed to conduct open-ended, holistic assessments without relying on predefined rubrics or rigid scoring systems. Each translation was judged based on overall impression and qualitative criteria such as fluency, interpretive accuracy, stylistic coherence, and contextual appropriateness. This method was intentionally chosen to reflect the complex, creative nature of translation—particularly in pedagogical contexts where rigid error taxonomies may obscure deeper competencies such as strategic problem-solving, audience awareness, and adaptive linguistic decision-making (Alistina, 2024). While this approach naturally entails a degree of subjectivity, it also aligns with constructivist perspectives on translation education, which emphasize meaning negotiation and communicative judgment over mechanistic correctness.

The evaluations provided by the three reviewers collectively serve as the foundation for the qualitative analysis. By synthesizing the insights of a seasoned linguist, an academic researcher, and an in-service teacher, the study captures a multi-faceted view of translation competence—one that encompasses theoretical rigor, stylistic fluency, and classroom functionality. This layered evaluative approach enables a more nuanced interpretation of student teachers' translational behaviors in both Turkish-to-English and English-to-Turkish tasks, highlighting how their choices reflect not only linguistic ability but also evolving pedagogical identity. The diversity of rater backgrounds thereby enriches the overall analysis, ensuring that conclusions drawn about translation training in ELT **are rooted in both academic credibility and professional relevance.**

4.3.4 Comparative-Contrastive Analysis of Translation Practices Across Institutions

A comparative-contrastive examination of the translation performances of fourth-year ELT student-teachers from Çukurova University and Mersin University reveals key patterns, divergences, and shared tendencies in their translational approaches. Through a side-by-side evaluation of translated texts—assessed independently by three qualified reviewers—this section explores institutional differences in translation pedagogy, student proficiency, and pedagogical preparedness. By integrating both quantitative data distributions and qualitative interpretations, the analysis aims to uncover how each student cohort navigated linguistic complexity, managed translation directionality, and applied their acquired competencies in practical settings. These findings also offer

critical insight into the instructional affordances and constraints shaped by each institution's academic environment.

A prominent initial observation is that no student in either group produced a flawless translation, as evidenced by the absence of perfect scores across the dataset. This reinforces the understanding that translation remains a demanding and multidimensional skill, even at advanced stages of ELT training (Esfandiari, 2015). More strikingly, both cohorts included a notable number of students who received failing or near-failing scores, with a few submitting texts that scored zero. Such outcomes point to persistent challenges in lexical choice, syntactic restructuring, and conceptual equivalence—indicating that translation competence has not been uniformly internalized across the sample despite shared exposure to language teaching and learning curricula.

A core contrast between the two groups emerged in the directional performance differential between the Turkish-to-English (Task A) and English-to-Turkish (Task B) translation tasks. While both cohorts performed more confidently in Task A, their scores declined notably in Task B. This disparity aligns with existing research on asymmetrical translation directionality, which suggests that translating into one's L1 does not always yield better outcomes due to the heightened demands of stylistic naturalness, register control, and genre sensitivity (Zengin & Kaçar, 2011). The English-to-Turkish task—featuring a BBC science article—introduced challenges, including dense terminology, formal discourse conventions, and informational saturation, all of which may have taxed students' ability to rephrase complex structures into idiomatic Turkish while preserving accuracy and flow.

Despite these shared patterns, institutional variation remains visible. On average, Çukurova University students outperformed their Mersin University counterparts on both tasks, though the margin was modest. This may reflect differences in curricular emphasis, instructor expertise, or exposure to translation exercises, particularly in genre-diverse or academic contexts. However, such a trend must be interpreted cautiously; individual variability was evident in both groups, with some Mersin students excelling and some Çukurova students underperforming. These findings suggest that translation competence is not exclusively shaped by institutional affiliation but by a constellation of factors, including student motivation, prior exposure, and extracurricular engagement with translation practice.

A bell-curve distribution of grades across both institutions further supports the view that translation ability is highly individualized rather than uniformly acquired. Most participants clustered in the mid-range, suggesting a general level of competence without clear mastery. Fewer instances of high or very low scores suggest that only a select group of students demonstrated either near-professional aptitude or serious difficulty. These trends mirror broader observations in the literature on translator training, which holds that competence emerges unevenly and is shaped by metacognitive awareness, linguistic flexibility, and reflective practice (Malakoff & Hakuta, 1991).

Importantly, the qualitative critiques offered by the three reviewers revealed consistent patterns across both institutions. Commonly cited issues included grammatical inconsistencies, rigid sentence structures, lexical mismatches, and an overreliance on literal, word-for-word translation strategies. These tendencies often resulted in awkward phrasing, conceptual distortions, or communicative breakdowns—particularly in the English-to-Turkish direction. Such patterns suggest that many students have not yet internalized strategic translation behaviors, such as paraphrasing, contextual adaptation, or the use of idiomatic equivalents. This signals a need for more explicit and scaffolded instruction in translation strategy training, emphasizing the cognitive and interpretive flexibility required in real-world translation contexts (Zengin & Kaçar, 2011).

A further point of distinction emerged in students' handling of complex syntactic structures, especially in the academic text. While both groups encountered difficulties with embedded clauses and abstract constructions, Mersin University students appeared to struggle more with rendering formal English prose into fluent, contextually appropriate Turkish. This may reflect limited exposure to academic genres or insufficient emphasis on discipline-specific translation in their coursework. These challenges raise important pedagogical questions related to the effective integration of academic language awareness into translation training and the kinds of textual encounters that may be suited for the demands of either professional or educational translation.

In conclusion, this comparative-contrastive analysis illustrates both shared challenges and institutionally influenced differences in how ELT student-teachers approach translation. While both groups found the English-to-Turkish task more demanding, Çukurova students demonstrated slightly stronger average performance, though with notable individual variation. The pervasive struggles with syntactic control, lexical nuance, and communicative clarity reflect an urgent need for more integrated

translation instruction in ELT programs. These findings reinforce the pedagogical importance of translation as a developmental tool—one that, if effectively scaffolded, could support language awareness, instructional agility, and the professional confidence of future educators.

4.3.4.1 Institutional Distinctions in Translation Practices

An analysis of the translation performances of fourth-year ELT student-teachers from Çukurova University and Mersin University reveals meaningful institutional distinctions in how students engage with, execute, and reflect upon translation tasks. While both programs operate under comparable structural frameworks—aligned with national educational standards and course requirements—subtle yet significant differences in teaching methodologies, classroom dynamics, and institutional culture appear to shape the trajectory of translation skill development. These distinctions extend beyond curriculum design; they are deeply embedded in the pedagogical ethos and educational routines of each institution, influencing how translation is conceptualized, practiced, and valued by both faculty and students (Ball & Goodson, 1985). By synthesizing quantitative score patterns with qualitative evaluations from three independent raters, this section seeks to unpack how institutional contexts may have influenced students' strategic choices, linguistic behaviors, and overall translation competence. These insights are not framed merely in terms of individual outcomes but as reflections of institutional pedagogical identity and the varied ways in which translation is integrated into ELT education.

A striking shared trend is the performance decline observed across both student cohorts when moving from Turkish to English (Task A) to English to Turkish (Task B). This directional asymmetry—well-documented in translation studies and SLA literature—highlights the cognitive and linguistic challenges inherent in translating into the L1, especially when the source material is dense, abstract, or academically framed (Carrasco Flores, 2021). Both groups struggled with genre-specific demands, register alignment, and syntactic adaptation, particularly when attempting to render complex English discourse into fluent and idiomatic Turkish. These shared difficulties suggest a broader pedagogical gap in training for academic or discipline-specific translation, a gap that appears to cut across institutional lines.

Despite this convergence, Çukurova University students consistently outperformed their Mersin University counterparts across both tasks—albeit modestly. While this performance gap is not dramatic, its recurrence across tasks suggests a possible institutional advantage in how translation is taught, practiced, or reinforced. This edge may stem from various factors: more consistent integration of translation activities, explicit focus on translation strategy, greater feedback loops, or instructional emphasis on contrastive language analysis. Alternatively, extracurricular opportunities—such as student clubs, informal mentoring, or access to translation workshops—might complement formal instruction and cultivate broader translation awareness.

Another plausible variable lies in differences in assessment philosophy and instructional framing. If one institution emphasizes translation as a communicative act, privileging fluency and functional equivalence, while another focuses on formal accuracy or literal fidelity, the resulting student practices will naturally diverge. These diverging pedagogical orientations—whether explicitly codified or tacitly transmitted—shape how learners internalize translation as a cognitive and instructional tool. As the rater feedback and student outputs suggest, such variations may directly influence students' metacognitive approaches and their confidence in navigating ambiguous or high-register source texts.

These findings reinforce the idea that institutions function as learning ecosystems—where curriculum, teacher beliefs, classroom routines, and institutional values coalesce to shape the educational experience (Bronfenbrenner, 1979; Yemini et al., 2023). Even within a nationally standardized ELT framework, localized interpretations of instructional goals can lead to significantly different learner outcomes. In the case of Çukurova and Mersin Universities, such local variations may have affected how translation was positioned—either as a core cognitive skill or as a marginal language drill—and, consequently, how student-teachers approached it as part of their evolving professional identity.

This institutional lens invites broader reflection on how translation is situated within pre-service language teacher education. When translation is presented as peripheral—used sporadically for testing or as a supplementary task—it is unlikely to foster the reflective, strategic thinking necessary for pedagogical application. Conversely, when it is consistently framed as a legitimate, multi-layered learning practice supported by iterative engagement and guided reflection, translation becomes a powerful

medium for building language awareness, intercultural sensitivity, and instructional adaptability. These findings suggest that **pedagogical context**—its rhythms, emphases, and implicit hierarchies—may be just as formative as curriculum content in shaping how future teachers acquire and apply translation competencies. The fleeting integration of translation often mirrors an unspoken curriculum that devalues its potential, communicating to future educators that it's a tool of last resort rather than a sophisticated instrument for meaning-making. This subtle but potent messaging can inadvertently limit their pedagogical toolkit and their capacity to navigate the linguistic and cultural complexities inherent in language teaching.

Ultimately, the analysis underscores that institutional distinctions matter—not only in what students learn but in how they are invited to think about language, meaning, and mediation. Recognizing and responding to these distinctions is vital for developing more equitable and responsive translation pedagogy across ELT programs in Türkiye and beyond. Acknowledging the profound influence of institutional framing allows us to move beyond superficial curriculum adjustments towards a more holistic re-evaluation of how translation is presented, practiced, and perceived. This means intentionally designing learning environments where translation is not merely tolerated but **celebrated as a cornerstone of linguistic inquiry and intercultural understanding**, equipping future teachers with the confidence and competence to wield it effectively in their own classrooms.

Performance Variation and Grading Distribution

An in-depth analysis of grading distribution across student-teachers from Çukurova and Mersin Universities reveals discernible patterns that speak to both pedagogical structuring and individual learner variability within pre-service ELT translation training. Across both cohorts, student performance followed a relatively normal distribution, with the majority of grades clustered in the mid-range and fewer instances of exceptionally high or low outcomes. While bell-curve patterns are common in skill-based domains, the development of translation competence often follows a non-linear and individualized trajectory. Longitudinal studies, such as Göpferich's TransComp project (2009), reveal that translation competence evolves through personalized pathways influenced by cognitive, attitudinal, and experiential factors. This

underscores the need for pedagogical approaches that accommodate the unique developmental journeys of translation learners.

This distribution pattern also points to the complex, multi-layered skill set required for competent translation, where linguistic proficiency alone is insufficient. Translation tasks require learners to draw on semantic precision, syntactic flexibility, pragmatic judgment, and genre-specific awareness—capabilities that develop at differing rates based on prior experience, engagement with translation as a reflective activity, and learner attitudes toward translation as a pedagogical tool (Whyatt, 2012; Göpferich & Jääskeläinen, 2009). That both high- and low-performing individuals were present within each institutional group reflects this intersectional influence and cautions against attributing performance solely to program quality.

The slightly wider performance band observed among Çukurova University students—including several notably high-achieving translations—may indicate more diverse or sustained exposure to translation tasks. These top-performing students demonstrated not only linguistic accuracy but also a refined sense of idiomatic expression, register management, and genre adaptation. Their translations suggested an ability to navigate cross-linguistic mediation with a degree of flexibility and confidence, likely grounded in iterative engagement with both the theory and practice of translation. In contrast, while Mersin University students also produced instances of strong work, their performance tended to cluster more narrowly around the mid-range. This suggests a potentially more uniform instructional experience, with fewer differentiated opportunities for learners to explore translation beyond core coursework.

Notably, no participant from either institution achieved a perfect score, a finding that reinforces translation's reputation as a cognitively demanding, high-threshold skill—especially when operating within academic or scientific discourse registers (Meister, 2017). Translation, in this context, calls for the orchestration of multiple competencies: comprehension of source-text intent, restructuring in the target language, stylistic recalibration, and audience sensitivity. The mid-range clustering suggests that many students had internalized the foundational mechanics of translation, but fewer had developed the automaticity, strategic flexibility, or stylistic range that characterizes more professionalized performance.

At the opposite end of the scale, the recurrence of low and near-failing scores, including several that reflected fundamental breakdowns in meaning transfer, raises

concerns about the adequacy of translation scaffolding within current ELT curricula. In several instances, student outputs exhibited literalism, syntactic disfluency, or semantic distortion—features that rendered translations mechanical or unintelligible. These cases highlight a potential disconnect between translation as theoretical knowledge and translation as applied, communicative practice. For these students, the absence of deeper engagement with principles such as functional equivalence, contextualization, or adaptive interpretation may reflect a curriculum that treats translation more as an auxiliary skill than as an integrated discipline with its own pedagogical demands.

From a pedagogical standpoint, the observed variability in student performance calls for greater emphasis on differentiated instruction and formative feedback within translation training. Learners enter ELT programs with diverse prior experiences, comfort levels, and learning strategies; a one-size-fits-all approach risks amplifying disparities. Therefore, incorporating iterative translation drafting, peer commentary, and structured reflection into coursework could help reposition translation as a developmental learning process rather than a static performance event (Wajnryb, 1992). Encouraging students to articulate the reasoning behind their translational decisions—what succeeded, what failed, and why—can foster metacognitive engagement and promote more equitable learning outcomes.

Ultimately, the grading distribution across institutions affirms that translation competence cannot be divorced from broader pedagogical considerations. Effective translation training demands not only exposure and practice but also responsive feedback, space for reflection, and recognition of translation as a cognitively integrative task that intersects with students' evolving identities as teachers and language users. These findings underscore the importance of developing context-sensitive, scaffolded instructional models that support students across a broad spectrum of translation ability and experience.

Institutional Exposure to Translation Training

The performance disparities observed between Çukurova and Mersin University students cannot be fully interpreted without considering the institutional context and curricular exposure to translation training within each ELT program. While both institutions formally include translation within their broader language teacher education curricula, qualitative distinctions in pedagogical integration, instructional delivery, and curricular philosophy appear to significantly shape students' translation competence. In

particular, the extent to which translation is positioned as a sustained, practical, and pedagogically meaningful component of teacher training likely plays a critical role in influencing both learner confidence and task performance.

A review of each institution's course design and instructional practices suggests that Çukurova University may provide more consistent and diversified exposure to translation-related activities. This may occur through both designated translation courses and the embedding of translation strategies within core skills modules, such as grammar, academic writing, and oral communication. For example, students may encounter guided exercises that emphasize language transfer, cross-linguistic analysis, and code-switching, even when translation is not the explicit focus of the lesson. These integrated and iterative experiences support the development of syntactic flexibility, intercultural competence, and lexical agility—key elements of effective translation (Marwa, 2014). Such sustained engagement appears to reframe translation as a process-oriented, cognitive activity rather than a product-focused evaluative task, thereby facilitating greater fluency, genre sensitivity, and pedagogical transferability.

By contrast, the relatively narrower range of translation performance among Mersin University students may reflect a more compartmentalized or theoretical approach to translation instruction. If translation is confined to isolated course units or addressed through abstract discussion without corresponding practical application, students may struggle to engage with it as a flexible, communicative, and problem-solving process. In such contexts, translation may be perceived as a marginal academic requirement rather than a valuable pedagogical strategy, leading to diminished motivation and limited strategic development. Without a clear connection to classroom practice or professional utility, translation can become decontextualized, depriving students of opportunities to internalize its potential within multilingual learning environments (Jakobson, 2000; Jarvis & Pavlenko, 2007).

Institutional differences may also stem from departmental pedagogical orientations and broader instructional values. ELT programs that strongly emphasize Communicative Language Teaching (CLT) may intentionally or inadvertently sideline translation, viewing it as antithetical to meaning-based, target-language immersion approaches. While such perspectives have historical precedence, they risk oversimplifying the pedagogical function of translation, overlooking its role in fostering metalinguistic awareness, learner autonomy, and cognitive engagement. Programs that adopt a more pluralistic pedagogical stance—integrating translation through task-based

activities, contrastive analysis, and reflective practice—may arguably be better positioned to develop students' capacity for strategic cross-linguistic mediation in real-world teaching contexts (Çelik & Erbay, 2013; Al-Azzawi & Mousa, 2008).

These curricular choices carry meaningful long-term implications for teacher preparedness. Graduates of programs where translation is treated as a legitimate and reflective instructional tool are more likely to draw upon it in their future classrooms—particularly when teaching learners who share their L1 or who benefit from explicit form-meaning connections. Conversely, when translation is approached narrowly, as either a theoretical abstraction or a de-emphasized drill, pre-service teachers may lack the confidence, rationale, or pedagogical imagination to use it effectively. Strengthening institutional support for translation thus requires more than the inclusion of isolated coursework; it calls for a curriculum-wide rethinking of multilingual competence, applied language awareness, and the role of translation in facilitating cross-linguistic understanding.

In sum, the meaningful integration of translation into ELT curricula must go beyond token inclusion or elective offerings. It demands a pedagogically principled and context-sensitive approach—one that embeds translation into the broader framework of teacher education as both a reflective practice and a practical skill. Without this level of integration, students risk developing fragmented or inconsistent understandings of translation, limiting not only their academic performance but also their potential as linguistically responsive and pedagogically agile future educators.

Approach to Linguistic and Structural Challenges

Translation tasks inherently compel learners to confront the deep grammatical and textual architectures of both source and target languages. As such, they serve as valuable diagnostic tools for examining the linguistic awareness, cognitive strategies, and metalinguistic competencies of pre-service ELT teachers. Among student-teachers from both Çukurova and Mersin Universities, several recurring patterns of difficulty were observed, particularly in relation to the syntactic mismatches and structural asymmetries between English and Turkish. Yet, the manner in which students approached these challenges—whether through avoidance, literalism, or strategic reformulation—revealed subtle but important differences likely shaped by institutional training, strategic confidence, and the depth of prior exposure to translation tasks.

The English-to-Turkish (E→T) task posed considerable challenges related to syntactic restructuring and idiomatic reformulation. Students frequently struggled to transform complex English sentence structures—particularly those laden with prepositional phrases, passive voice, and nominalizations—into fluent, target-like Turkish. In many cases, the source language syntax was preserved, resulting in structurally accurate but stylistically awkward translations. This pattern often reflected a reliance on word-for-word or linear translation strategies, which tend to surface when learners lack confidence in making bold grammatical reconfigurations or are uncertain about the limits of permissible syntactic deviation. These difficulties were most pronounced among lower-performing students, whose outputs were often marked by a rigid structure, unnatural phrasing, and loss of cohesive flow—symptoms of literal transfer and syntactic fossilization (Toury, 1995; Colina, 2003).

The Turkish-to-English (T→E) task, meanwhile, revealed a different set of structural and lexical obstacles. Students regularly displayed inconsistencies in article usage, verb tense accuracy, clause coordination, and lexical collocation—errors that are well-documented among Turkish learners of English (Külekçi, 2016; Özkanal & Yüksel, 2023). Additionally, attempts to render idiomatic Turkish expressions into English frequently resulted in overly literal translations that failed to preserve either pragmatic intent or semantic clarity. Some students also omitted complex or abstract segments of the source text entirely, likely due to cognitive overload or a lack of strategic alternatives. This pattern highlights the increased difficulty of productive translation into the L2, where learners often experience limited control over grammatical precision and stylistic nuance (Gedik, 2024; Genç et al., 2018).

Despite these shared challenges, key differences emerged between the two institutions in how students managed structural complexity and navigated linguistic constraints. While both groups encountered syntactic and lexical hurdles, Çukurova University students more frequently employed compensatory strategies, including paraphrasing, reordering, synonym substitution, and context-driven reformulation. Their translations often reflected a stronger awareness of communicative intent, audience needs, and genre-specific expectations—even when linguistic accuracy was imperfect. By contrast, many Mersin University students appeared to favor lexical equivalence and surface-level correspondence, resulting in translations that, while cautious, lacked fluidity and contextual sophistication. These differing tendencies suggest underlying

contrasts in instructional philosophy—where one institution may emphasize strategic flexibility; the other might prioritize formal correctness or linguistic fidelity.

The nature of the translation texts themselves likely amplified these challenges. The inclusion of academic or scientific discourse—particularly in the E→T task—introduced additional difficulties related to formal register, genre conventions, and technical terminology. Students often struggled with features such as hedging language, passive constructions, and dense nominal structures, which are characteristic of academic writing but relatively uncommon in conversational English or general ELT materials. Even students with otherwise strong linguistic foundations were occasionally destabilized by unfamiliar discourse structures, indicating a need for genre-specific scaffolding in translation instruction.

Crucially, these findings reinforce the understanding that translation is not a rote linguistic exercise but a complex, interpretive act of cross-linguistic and cross-cultural negotiation (Marwa, 2014). Success in translation depends not only on grammatical competence but also on textual interpretation, problem-solving, and strategic adaptation. Students' responses to structural difficulties—whether through approximation, avoidance, or creative reformulation—offer meaningful insight into their developmental trajectories as language users and their evolving identities as future educators.

From an instructional perspective, these challenges suggest the need for translation training that emphasizes cognitive strategy development, genre awareness, and reflective practice. Rather than focusing exclusively on error identification, teacher educators might incorporate annotated translation exercises, collaborative revision tasks, and structured peer feedback to help learners build a repertoire of strategies for approaching complex linguistic problems. Encouraging students to articulate their translation choices—what they changed, why they changed it, and how they evaluated the alternatives—can deepen metalinguistic awareness and support more confident, informed decision-making. Ultimately, framing translation as a dynamic act of negotiation—rather than a test of correctness—may better prepare pre-service teachers to navigate the realities of multilingual classrooms and communicative ambiguity.

Implications for Institutional Pedagogical Strategies

The comparative findings of this study extend beyond translation performance alone, offering meaningful insights into how institutions conceptualize, prioritize, and operationalize translation within ELT curricula. These distinctions reflect broader

institutional choices that influence not only the development of translation competence but also the pedagogical orientations and instructional readiness of future language educators. As English Language Teaching increasingly embraces translanguaging practices, multilingual awareness, and culturally responsive pedagogy, translation must be reconsidered not as a vestige of outdated methodologies but as a strategic, reflexive, and cognitively rich practice integral to teacher preparation.

A central implication is the need to reintegrate translation into ELT programs with clear pedagogical intentionality. This involves moving beyond tokenistic or compartmentalized approaches—such as isolated elective courses or theoretical overviews—and toward a longitudinal, skills-based integration of translation as a core professional competency. When taught and contextualized effectively, translation fosters critical thinking, metalinguistic awareness, genre sensitivity, and intercultural competence—all of which are essential for teachers who must navigate dynamic L1–L2 learning environments (Ekizer & Yıldırım, 2023). Translation should not be treated merely as a linguistic exercise; rather, it functions as a pedagogical lens through which future educators learn to analyze, adapt, and convey meaning across languages and contexts.

To that end, institutions should consider adopting a scaffolded, developmental approach to translation instruction, beginning with foundational exposure to equivalence strategies and lexical nuance and progressing toward more advanced, reflective practices such as textual commentary, genre adaptation, and peer-evaluated translation projects. Embedding translation tasks across multiple stages of the curriculum—particularly within language skills courses—can help normalize it as a pedagogical tool rather than a summative performance measure. Such iterative engagement promotes cumulative learning, reinforces strategic flexibility, and supports the gradual internalization of translation as a teaching skill rather than a discrete subject area.

There is also merit in fostering interdisciplinary collaboration between ELT educators, translation scholars, and applied linguists to enhance the theoretical and real-world relevance of translation training. Jointly taught courses, collaborative workshops, or research-based projects can provide student-teachers with a multifaceted understanding of translation situated at the intersection of classroom practice, linguistic analysis, and sociocultural inquiry. These initiatives also create space to explore translation's broader social and political dimensions—such as its role in shaping classroom discourse, mediating linguistic identities, and influencing language policy. In

this way, translation becomes not just a skill but a critical practice that invites educators to reflect on ethics, representation, and the power dynamics embedded in language mediation (Venuti, 1995).

Another key implication concerns the design of assessment practices that adequately reflect the complexity of translation competence. Traditional rubrics that focus exclusively on accuracy may fail to capture the nuanced decision-making, stylistic adaptation, and contextual awareness that underpin effective translation. As demonstrated in this study, student performance exists on a continuum, with many demonstrating partial successes, creative approximations, or context-sensitive compromises that resist binary grading frameworks. Alternative assessment tools—such as translation portfolios, annotated commentaries, reflective journals, and peer assessments—can more authentically capture both product and process, enabling students to demonstrate their growth over time. Holistic evaluation also reinforces translation as an iterative, dialogic, and collaborative act rather than a solitary measure of correctness.

From a broader institutional perspective, ELT programs must confront and revise lingering assumptions that position translation as remedial, marginal, or outdated. On the contrary, as this study illustrates, translation engages some of the most sophisticated aspects of linguistic reasoning and pedagogical insight, requiring students to synthesize form, function, audience, and intention in real-time. Elevating the status of translation within pre-service teacher education—framing it as a site of exploration, creativity, and pedagogical innovation—can help reposition it as a cornerstone of multilingual instructional competence, particularly in linguistically diverse or L1-dominant classroom contexts.

Finally, the institutional differences observed between Çukurova and Mersin Universities suggest that translation pedagogy must remain adaptive to local contexts. While no singular model of instruction will suit all ELT programs, the findings underscore the value of conducting periodic curricular self-assessments that interrogate translation's place within the program: Do students receive sustained and scaffolded exposure? Is translation treated as both a language and teaching strategy? Are instructors equipped to facilitate reflective translation practice? Addressing these questions can guide meaningful curriculum reform and contribute to the development of strategically literate, linguistically agile, and pedagogically confident language teachers. This ongoing introspection is crucial for ensuring that translation education evolves in tandem with the

dynamic needs of language learners and the broader field of English language teaching, ultimately shaping educators who are not just language instructors but adept linguistic mediators.

In summary, this study's institutional findings point toward transformative possibilities for the role of translation in ELT education. By embracing translation as a cognitive, communicative, and pedagogical practice, institutions can equip future educators with the tools to teach language not only with precision but with empathy, creativity, and an enduring awareness of how meaning moves across linguistic and cultural borders. This integrated approach to translation education goes beyond mere linguistic transfer; it cultivates a deeper understanding of **intercultural communication**, fostering teachers who can guide their students in navigating the nuances of language and culture with greater sensitivity and insight.

Bridging the Persistent Divide Between Theoretical Knowledge and Practical Application in Translation

The qualitative evaluations conducted by the three independent raters reveal a persistent and revealing challenge: across both Çukurova and Mersin University cohorts, many student-teachers encountered substantial difficulty in producing translations that were both semantically accurate and stylistically appropriate. This finding points to a systemic and pedagogically significant gap between students' theoretical knowledge of English and their ability to apply it effectively in real-world, context-sensitive translation tasks. Despite their demonstrated general proficiency in English—gained through sustained academic training—many participants struggled with key aspects of contextual adaptation, idiomatic equivalence, and syntactic restructuring, particularly when confronted with genre-specific conventions or culturally embedded expressions.

These challenges underscore a crucial pedagogical insight: translation competence cannot be equated with overall language proficiency. Rather, it entails a distinct, cognitively demanding skill set that must be cultivated through deliberate, scaffolded instruction and reflective practice. Proficiency in grammar or vocabulary does not automatically confer the ability to navigate the nuanced choices involved in producing coherent, audience-appropriate translations. Translation requires not only linguistic command but also strategic flexibility, genre awareness, and a deep understanding of how meaning is shaped by context.

From a pedagogical standpoint, these findings call for a fundamental shift in how translation is integrated into ELT education. Instead of treating translation as a summative assessment tool—a means of measuring language proficiency—teacher education programs should position it as a dynamic instructional practice that fosters critical reflection, cross-linguistic awareness, and pedagogical agility. Translation, when guided and contextualized, can function as a transformative learning activity, supporting the development of metalinguistic awareness, problem-solving ability, and contextual sensitivity—all essential skills for effective language teachers.

To this end, institutions should adopt a strategically layered approach to translation pedagogy, incorporating a range of instructional strategies that bridge theory and practice. Guided translation tasks, for instance, offer structured opportunities for students to experiment with reformulation, test hypotheses, and receive formative feedback. These exercises can target specific areas of difficulty—such as article use, clause coordination, or cultural referencing—and allow students to build confidence in addressing recurring translation challenges. Importantly, such tasks can also promote pattern recognition and awareness of contrastive language features, empowering learners to make informed decisions rather than relying on intuitive or literal equivalents.

Equally valuable are comparative translation activities, where students examine multiple renditions of the same source text and evaluate them based on semantic fidelity, register, fluency, and audience appropriateness. These collaborative tasks help dismantle the myth of the "one correct translation" and instead encourage students to reflect critically on stylistic choices, lexical variation, and the communicative implications of alternative renderings. In doing so, learners cultivate interpretive skills and rhetorical awareness that extend well beyond translation itself.

Reflective engagement is a third indispensable pillar in this pedagogical model. Encouraging students to articulate their translation processes, evaluate their decision-making, and identify patterns in their own learning fosters metacognitive development—a cornerstone of professional growth. Through journals, commentary writing, or post-task reflections, student-teachers begin to recognize their own translational instincts, blind spots, and evolving strategies. This practice not only supports long-term skill development but also reinforces the theoretical principles that underpin translation as a communicative act—shifting the focus from output correctness to informed decision-making and learner autonomy.

In sum, the findings of this study highlight an urgent need to reframe translation within ELT education from a peripheral assessment technique to a core pedagogical resource that supports comprehensive teacher development (Bazani, 2015). A curriculum that includes guided practice, collaborative analysis, and reflective evaluation will not only foster more competent translators but also produce teachers who are attuned to the complexities of cross-linguistic communication. Such an approach aligns closely with communicative and constructivist pedagogies, emphasizing active learning, critical inquiry, and the development of transferable, real-world skills.

By embedding translation meaningfully and systematically within ELT training, teacher educators can better prepare graduates to navigate linguistic ambiguity, engage with learner diversity, and harness the pedagogical potential of multilingualism. Ultimately, this vision affirms translation not as a secondary or remedial task but as a central and empowering practice in the formation of reflective, responsive, and professionally agile English language teachers.

Institutional Imperatives for Enhancing Translation Pedagogy within ELT Programs

The inter-institutional differences observed in this study—particularly in the translation performance of pre-service English language teachers from Çukurova and Mersin Universities—underscore a critical institutional imperative: the integration and elevation of translation pedagogy within English Language Teacher Education (ELTE) programs. These disparities reflect the tangible impact that differing curricular emphases and pedagogical commitments to translation can have on learner outcomes, especially in contexts where cross-linguistic mediation is central to both language acquisition and classroom instruction.

To address these gaps and prepare future English teachers for the linguistic, cultural, and pedagogical complexities of multilingual education, ELT programs must move toward a systematic, deliberate, and pedagogically grounded integration of translation. This involves embedding translation into core language skills courses—not as an auxiliary or supplemental element but as a fundamental component of communicative competence and teacher development. Instruction should balance linguistic accuracy with communicative intent, highlighting how translation can support learners in navigating meaning, structure, and stylistic nuance across languages.

In support of this integration, institutions should implement structured and reflective translation exercises that promote critical engagement with the translation process. Activities such as collaborative translation analysis, comparative rendering tasks, and justification of translation choices can foster essential metacognitive awareness, problem-solving ability, and strategic thinking. These exercises allow students to move beyond binary notions of "correctness" and instead develop a principled understanding of translation as a nuanced, audience-aware, and context-driven practice.

To further support the development of translation competence, ELTE programs should establish dedicated resources and enrichment opportunities. This could include offering specialized elective courses in translation theory and applied practice, organizing targeted workshops led by experienced practitioners, and providing access to mentorship programs that connect student-teachers with professional translators or translation scholars. These initiatives would provide both depth and differentiation, allowing students with a particular interest or need to engage in more intensive, scaffolded learning experiences.

In tandem with internal programmatic reforms, interdisciplinary collaboration with Translation Studies departments represents a particularly fertile avenue for enhancing translation pedagogy. As a mature academic field with its own research frameworks and pedagogical models, Translation Studies offers a wealth of theoretical and applied knowledge that can inform ELT curriculum design. Collaborative initiatives—such as co-taught courses, cross-departmental workshops, or joint research projects—may pedagogically enrich the instructional landscape and expose pre-service teachers to the complexities of translation as both a linguistic and socio-cultural practice (Kitjaroonchai & Kitjaroonchai, 2023). Such partnerships also foster innovation in material development, helping to bridge gaps between theory and classroom practice.

Critically, the integration of translation into ELT curricula should follow a gradual, systematic model that aligns with broader curricular goals and pedagogical standards. Course syllabi should articulate clear learning outcomes related to translation competence, addressing key domains such as lexical equivalence, syntactic transfer, register and genre awareness, and intercultural mediation. Assessment practices should likewise evolve to reflect the complexity of translation, incorporating both product-oriented evaluation and process-based reflection. Tasks may include bi-directional translations (L1→L2 and L2→L1), text-type specific assignments, and annotated commentaries that illuminate student reasoning and interpretive choices.

By embedding translation as a recurring and intentional element of the ELT curriculum, institutions send a clear message about its value—not merely as a practical skill, but as a pedagogical tool capable of deepening linguistic awareness, supporting instructional flexibility, and enhancing teacher confidence in multilingual settings. This shift also signals a move away from viewing translation as remedial or peripheral and toward recognizing it as a core dimension of teacher preparation in linguistically diverse and globally connected classrooms.

In summary, a comprehensive and institutionally supported approach to translation pedagogy—anchored in reflective practice, theoretical grounding, interdisciplinary collaboration, and curriculum integration—is essential for developing the next generation of English language teachers. These educators must be equipped not only to model language proficiency, but also to navigate cross-linguistic communication, engage with learner diversity, and strategically use translation to support meaningful, inclusive, and effective language teaching.

Student-Teachers and the Practical Realities of Classroom Translation

Beyond its widely recognized role in language acquisition and cognitive development, translation holds a functional and indispensable place within the practical realities of English Language Teaching (ELT)—particularly in multilingual classrooms, bilingual education frameworks, and L1-assisted instructional models (Baker & Saldanha, 2009). The challenges encountered by student-teachers in this study illustrate that translation should not be perceived as a peripheral or auxiliary technique. Rather, it must be understood—and taught—as a core professional competence, vital for navigating the complex linguistic and cultural terrain that future educators are likely to encounter.

For new teachers transitioning from theory to classroom practice, translation can serve as a pedagogically strategic support tool. This approach helps explain complex language structures, reinforce conceptual understanding, and increase intercultural awareness through L1–L2 comparisons. Especially in environments where teachers and students share a common mother tongue, translation may serve as a bridge to communicative competence. Niamh Kelly and Jennifer Bruen's (2015) study highlights the positive attitudes of university-level language teachers toward the use of translation, highlighting its value as a valuable tool in classroom practice.

However, without formal training in translation strategies, ethical considerations, and context-sensitive practices, future teachers may misuse or underutilize this resource.

This can lead to inconsistent and haphazard translation practices that are not aligned with teaching goals and, in some cases, may hinder rather than enhance learner autonomy. In this context, studies on translation education emphasize the importance of teachers receiving special training in using translation strategies effectively. This study's qualitative analysis of student-translated texts reveals several pedagogical concerns: inconsistencies in translation accuracy, difficulties in adapting content to appropriate target language registers, and a notable decline in performance between translation directions (T→E and E→T). These findings strongly indicate that translation should not be treated as a tacitly acquired skill within ELT programs. Instead, it must be approached as a deliberate pedagogical objective, requiring explicit instruction, guided practice, and rigorous formative and summative assessment (Mohamed et al., 2021). These elements are essential to supporting student-teachers in developing the metalinguistic awareness, contextual sensitivity, and strategic competence needed to implement translation meaningfully and effectively in the classroom.

From a curricular perspective, redefining the role of translation within ELT programs offers a timely opportunity to enhance both teacher preparedness and learner outcomes. This redefinition could be operationalized through several avenues: the integration of structured translation tasks into language skills courses, the establishment of collaborative initiatives with Translation Studies departments, and the provision of specialized resources such as translation-focused electives, mentorship opportunities, and reflective workshops. These interventions would not only strengthen pre-service teachers' confidence in using translation but also foster critical thinking, problem-solving, and instructional flexibility—qualities central to 21st-century language education (Ekizer & Yıldırım, 2023).

Furthermore, engaging student-teachers in reflective translation practice—wherein they analyze their own translation decisions and examine alternative rendering options—can promote a deeper awareness of how meaning is shaped by context, audience, and form. This kind of pedagogical translation aligns with the principles of communicative and constructivist language teaching, where learners are encouraged to interpret, negotiate, and construct meaning across languages (Pym, 2010). Reflection also cultivates professional identity formation, empowering future teachers to see themselves not just as language instructors but as cultural mediators and linguistic facilitators within increasingly pluralistic classrooms.

Ultimately, the findings of this study reinforce the necessity for a systematic, theoretically informed, and pedagogically responsive approach to translation training within ELT. Future English teachers must be equipped not only with high levels of L2 proficiency but also with the ability to strategically deploy translation as a communicative resource tailored to learner needs and classroom realities. By embracing translation as an integrated element of teacher education—rather than a remedial or ancillary skill—ELT programs can better prepare graduates to engage meaningfully with the linguistic diversity, intercultural complexity, and pedagogical demands of modern education.

4.5. Summary of Findings

This chapter comprehensively analyzes how fourth-year English Language Teaching (ELT) student-teachers at Çukurova and Mersin Universities utilize translation as both a linguistic exercise and a pedagogical tool. By synthesizing quantitative survey data with qualitative assessments of translation tasks, the study provides a multifaceted perspective on the cognitive, instructional, and institutional factors influencing translation practices in pre-service teacher education. Quantitative findings indicate that while student-teachers recognize translation's pedagogical efficacy—particularly in enhancing vocabulary acquisition, grammatical understanding, and cross-cultural competence—they simultaneously voice concerns regarding overreliance on the first language (L1) and the use of machine translation tools. These apprehensions are exacerbated by a lack of formal training in translation strategies, leading to inconsistent application in classroom settings. Such findings resonate with Canlı and Sarıgül's (2024) study, which underscores the positive impact of structured translation courses on pre-service teachers' confidence and competence in translation tasks.

The qualitative analysis of 75 translated texts, rigorously evaluated by three independent raters achieving a high inter-rater reliability (Cronbach’s Alpha = 0.800), illuminates a distinct pattern of strengths and challenges. Student-teachers consistently demonstrate proficiency in conveying conceptual meaning and exhibit lexical adequacy, particularly within narrative contexts. However, notable difficulties emerge in grammatical restructuring, idiomatic expressions, and stylistic adaptations, especially pertinent to scientific or technical texts. These observed challenges necessitate targeted pedagogical interventions, aligning with Bekereci-Şahin's (2022) advocacy for

integrating diverse textual genres in translation training to foster enhanced linguistic and stylistic versatility.

Furthermore, the study identifies a significant influence of the institutional context on translation practices. Variations in curriculum design, faculty emphasis, and resource availability contribute to discernible differences in student teachers' perceptions and utilization of translation. This observation aligns with Erkaya and Ergünay's (2021) findings, which underscore the criticality of aligning pre-service teacher education curricula with the practical needs and expectations of future educators. In conclusion, the accumulated data illustrates a cohort of prospective educators navigating the inherent complexities of integrating translation into language instruction.

While its potential benefits are acknowledged, the pervasive lack of systematic training and institutional support arguably represents a roadblock impeding effective implementation. Addressing these critical gaps through comprehensive translation pedagogy, encompassing both theoretical knowledge and practical application, is therefore essential for empowering pre-service teachers to leverage translation as a strategic and enriching component of language instruction.

CHAPTER V
DISCUSSION

5.1. Introduction

This culminating discussion chapter functions as an intellectual and analytical nexus, where the empirical strands of this study are woven into a coherent framework that interrogates the role of translation in the pedagogical development of fourth-year ELT student-teachers. Moving decisively beyond a restatement of findings, the chapter engages in a critical synthesis and interpretive exploration, situating the results within broader theoretical paradigms and pedagogical discourses. It seeks to demonstrate how student teachers' engagement with translation tasks—alongside their reflections on those experiences—contributes meaningfully to the development of their professional knowledge base, instructional strategies, and teacher identity (Bell, 1991).

This chapter circles back to the initial research questions, re-examining the findings through a theoretical framework that integrates applied linguistics, translation studies, and language teacher education. It delves into the implications of both the quantitative assessments of translation competence and the rich qualitative data from student narratives. The discussion highlights how translation operates as a cognitive instrument, a method of reflective practice, and a pedagogical approach (e.g., Kiraly, 2000; Malmkjær, 2004). This re-evaluation aligns with scholarly calls for a more holistic understanding of translation, moving beyond its perception as a mere linguistic transfer and recognizing it instead as a fluid, meaning-construction process integral to educational contexts (e.g., Lonsdale, 1996; Macaro, 2009).

The chapter opens with a synthesis of core findings, contextualizing them within the wider scholarly discourse on translation in ELT. This section draws connections to both classic and contemporary works in applied linguistics and teacher cognition, thereby framing the study's outcomes in relation to established understandings of teacher learning and language mediation. Through this framing, translation is repositioned as a pedagogically rich and theoretically grounded domain—one that has often been overlooked in communicative language teaching models but is now gaining renewed attention for its reflective and metalinguistic benefits (e.g., Marinov, 2016; Munday, 2016).

Subsequently, the discussion will turn to a comparative analysis of institutional differences in student performance. Variations across Çukurova and Mersin University cohorts—whether statistically significant or qualitatively emergent—will be examined

through the prism of curricular emphasis, pedagogical environment, and translation-related instructional exposure. This analysis offers critical insight into how institutional cultures and programmatic design influence the development of translation competence and its perceived relevance in the teaching profession.

The chapter then explores emergent patterns in student teachers' reflections, particularly in terms of frequency of translation use, strategic preferences, and pedagogical beliefs. These reflective accounts highlight both affective orientations—such as confidence, uncertainty, and motivation—and cognitive dimensions of translation use, contributing to a deeper understanding of how future educators internalize and enact translanguaging practices.

Extending the discussion into practical domains, the next segment critically evaluates the implications for teacher education programs. The findings point toward the need for curricular redesign, where translation is reframed as a tool for promoting critical language awareness, instructional agility, and intercultural competence. In addition, this section offers implications for in-service ELT professionals, proposing empirically grounded and theoretically informed strategies for integrating translation meaningfully into contemporary teaching practices (Panzarella & Sinibaldi, 2018).

Drawing from the data and its theoretical interpretation, the chapter will also articulate a set of pedagogical recommendations aimed at enhancing the translation literacy of both pre-service and practicing teachers. These recommendations will emphasize reflection-based instruction, guided translation practice, and collaborative learning opportunities that align with learner-centered and constructivist paradigms (e.g., Ross, 2000; Vygotsky, 1978/1934).

Finally, this chapter adopts a position of methodological reflexivity, acknowledging the limitations of the study's design, sampling, and scope. These limitations are not framed as shortcomings but as boundaries that invite further exploration. In this spirit, the final section outlines potential avenues for future research, including longitudinal studies of translation in teacher development, cross-institutional program evaluations, and classroom-based inquiries into translanguaging strategies. Such future directions affirm the iterative and evolving nature of academic inquiry, emphasizing that this study serves not as a terminus but as a contribution to a broader, ongoing conversation.

5.2. Overview of Key Findings

The empirical findings of this study reveal a set of significant trends and divergences in the translation practices and pedagogical orientations of fourth-year ELT student-teachers enrolled at two leading regional institutions: Çukurova University and Mersin University. Drawing on both quantitative performance data and qualitative reflections, this investigation captures not only the measurable aspects of translation competence but also the evolving ways in which student-teachers conceptualize translation as a pedagogical tool within the framework of English Language Teaching (ELT). The convergence of these data streams allows for a multidimensional portrait of student teachers' translational awareness, strategic decision-making, and instructional self-perception.

The quantitative analysis, grounded in standardized translation tasks, provided insights into student teachers' proficiency in terms of accuracy, syntactic restructuring, lexical selection, and the application of context-appropriate translation strategies. Across both institutions, performance patterns indicated that while students demonstrated reasonable lexical control and conceptual fidelity, they frequently encountered challenges with idiomatic rendering, grammatical cohesion, and maintaining stylistic naturalness—particularly in the English-to-Turkish (E→T) direction. These outcomes are consistent with broader trends in L2 translation studies, which suggest that productive translation into one's first language often requires deeper cognitive effort than is commonly assumed (e.g., Schjoldager, 2004; Schumann, 1986).

Complementing the quantitative findings, the qualitative data—drawn from reflective journals, open-ended survey responses, and interviews—provided a nuanced understanding of how student-teachers engage with translation practices. Their reflections indicated a growing recognition of translation as a pedagogical tool that supports grammar clarification, vocabulary development, and learner comprehension. This aligns with findings from Hopkins (2014), who noted that students perceive translation as beneficial for understanding complex language structures and enhancing linguistic awareness.

However, many student-teachers also expressed reservations and discomfort when independently implementing translation tasks. Concerns centered around insufficient instructional modeling and the potential conflict with L2 immersion principles. Zhang et al. (2022) observed that teachers' engagement with translation as a pedagogical tool is shaped by their capacity for critical thinking and their underlying

beliefs about language education, underscoring the importance of fostering reflective teaching practices in translation-oriented instruction. These affective and cognitive dimensions underscore the complexity of integrating translation meaningfully within communicative language teaching frameworks. As Hopkins (2014) emphasizes, the successful incorporation of translation activities requires careful consideration of students' perceptions and the provision of clear pedagogical guidance.

The comparative analysis between Çukurova and Mersin student cohorts uncovered institutional-level patterns that warrant further reflection. While both groups were enrolled in structurally similar ELT programs aligned with national standards, differences in performance outcomes suggest underlying curricular and pedagogical distinctions. Çukurova University students, for instance, tended to display greater confidence in applying reformulation and paraphrasing strategies, which may be attributed to more sustained or integrated exposure to translation within their coursework. In contrast, Mersin University students appeared to approach translation more cautiously, often relying on literal or surface-level equivalence techniques, potentially reflecting more theoretical or compartmentalized translation instruction.

These inter-institutional variations invite a closer look at the broader educational cultures and instructional methodologies that shape translation competence. As Hu(2005) and Tudor (2001) have argued, learner outcomes are often best understood as products of both individual ability and systemic support. The pedagogical ecosystems within which student-teachers operate—ranging from feedback practices and classroom discourse to institutional attitudes toward translation—play a critical role in how translation is framed and utilized in practice.

Together, the intersection of quantitative and qualitative findings allows for a more comprehensive understanding of translation in ELT, not simply as a skill to be assessed but as a pedagogical disposition to be cultivated. The data illuminate how student teachers' linguistic competencies interact with their instructional beliefs, shaping their readiness to employ translation as a classroom strategy. This dual perspective underscores that developing translation competence in teacher education necessitates not only technical training but also reflective engagement with its cognitive, ethical, and methodological dimensions. For instance, Yang and Li (2021) propose a pedagogical model of translation competence that integrates bilingual, pragmatic, profession-related, transfer, and strategic competencies, highlighting the importance of both declarative and procedural knowledge in translation pedagogy. Additionally, Massey et al. (2019)

emphasize the role of reflective practice in translator education, advocating for experiential learning approaches that foster adaptive expertise through deliberate and reflective engagement. Furthermore, the European Master's in Translation (EMT) competence framework (Şahin, 2013) reflects a shift towards incorporating socio-technical knowledge and socio-cognitive competencies, aligning with contemporary pedagogical models that extend beyond traditional technical training.

In sum, the findings underscore both the potential and limitations of current translation pedagogy within Turkish ELT programs. They highlight areas of strength—such as lexical awareness and functional accuracy—while also pointing to persistent gaps in strategic and reflective translation use. These insights lay the groundwork for the ensuing discussion, where the implications of these trends will be explored in relation to theoretical frameworks and pedagogical reform.

Translation Task Performance

The quantitative evaluation conducted as part of this study, grounded in carefully calibrated translation tasks, offers critical insight into the interlingual transfer capabilities of fourth-year ELT student-teachers. These tasks were intentionally designed to elicit varied cognitive demands, incorporating two distinct textual genres: a narrative passage for translation from Turkish (L1) to English (L2)—hereafter referred to as Task A—and a scientific exposition translated from English (L2) to Turkish (L1)—hereafter Task B. This bidirectional format was selected to interrogate the widely held assumption within translation studies that translating into one's native language yields superior outcomes owing to greater linguistic fluency and intuitive control over idiomatic and stylistic features (Newmark, 1988).

However, the performance data gathered in this study challenge that assumption in notable ways. A statistically significant decrease in quality was observed when students transitioned from Task A to Task B, despite the fact that the latter involved translation into their dominant language. This counterintuitive result calls for a more nuanced analysis of translation competence, particularly in the context of genre-specific and domain-sensitive texts (Nesi, 2012). Rather than confirming a linear relationship between L1 translation and improved fluency or precision, the findings suggest that translation performance is also deeply influenced by the textual complexity, discourse type, and stylistic demands of the source material.

Specifically, the English-to-Turkish scientific translation (Task B) presented substantial challenges that went beyond basic lexical transfer. Student-teachers struggled with syntactic restructuring, register adaptation, and the accurate deployment of discipline-specific terminology. Many translations displayed awkward or overly literal phrasing, indicative of insufficient familiarity with the conventions of formal Turkish scientific discourse. This aligns with observations in the literature that translating specialized texts—particularly those requiring a formal or academic register—demands genre awareness, terminological precision, and contextual sensitivity (Vermes, 2010; Waddington, 2001). In this light, the notion that L1 translation is inherently "easier" is problematized by the genre-specific challenges posed by technical or expository writing.

Furthermore, the data suggest that task difficulty was not solely attributable to language directionality but rather emerged from a complex interplay of factors, including disciplinary discourse expectations, syntactic transformation skills, and semantic interpretation of abstract concepts. While students generally demonstrated stronger lexical and conceptual control in Task A, the subtleties of translating into formal Turkish for Task B exposed critical pedagogical gaps in their text-type awareness and functional language adaptability. These gaps resonate with findings from Neubert and Shreve (1992), who emphasize that true translation competence entails much more than bilingualism—it requires strategic problem-solving, contextual adaptation, and metalinguistic agility.

These insights are particularly salient for the ELT context, where future language teachers may be tasked with translating or adapting a variety of materials—from administrative documents to instructional content and academic resources. The evidence presented here suggests a need for enhanced focus on translation training, particularly for texts requiring discipline-specific accuracy and register-appropriate rendering. Teacher education programs should, therefore, emphasize not only language pair proficiency but also the rhetorical and stylistic conventions that govern translation in professional and pedagogical contexts (Carreres, 2014; Kiraly, 2000).

In sum, the performance disparity between Tasks A and B underscores the multifaceted nature of translation challenges, reinforcing the importance of incorporating genre-specific training, reflective practice, and contextualized translation exercises into ELT curricula. Recognizing translation as a pedagogical process rather than a mechanical transfer, this study supports calls for a more theoretically informed, genre-sensitive approach to developing translation competence in language teacher education.

Common difficulties identified by raters include:

*** Word selection and lexical precision:** A critical issue emerging from the translation data pertains to student teachers' challenges in word selection and lexical precision, revealing significant pedagogical implications for ELT-based translation training. The recurrent tendency toward literal, word-for-word translations was particularly telling—not only as a marker of underdeveloped translation competence but also as a reflection of strategic constraints possibly exacerbated by limited time, lexical insecurity, or underdeveloped L1 productive fluency. This approach frequently yielded outputs that were grammatically correct in isolation yet semantically imprecise or pragmatically misaligned with the communicative intent of the source text.

This phenomenon was especially pronounced in the translation of idiomatic constructions, phrasal verbs, and collocations, where surface-level lexical correspondence often failed to capture the nuanced or culturally situated meanings inherent in the original English expressions. Research by Wiesnerová (2016) underscores that lexical equivalence in translation is not simply a matter of finding direct matches but involves navigating semantic fields, contextual appropriateness, and register sensitivity—all areas where student-teachers demonstrated varying levels of proficiency. Literal translations of multi-word units, for instance, frequently disrupted target language fluency and, at times, obscured intended meanings altogether.

A closer analysis reveals that lexical imprecision extended beyond idiomaticity to more abstract and technical vocabulary, particularly in the English-to-Turkish (L2 to L1) scientific translation task. Here, students often defaulted to generic or high-frequency Turkish equivalents when the text required a more domain-specific or semantically nuanced term. This lexical generalization not only diluted the conceptual clarity of the target text but risked compromising terminological accuracy, a crucial concern in scientific or academic discourse (Newmark, 1988). In such cases, the quality of the translation suffered not due to a lack of grammatical control but from an inability to precisely navigate the semantic granularity required for high-stakes, content-rich text types.

This observed pattern suggests several interrelated limitations: a restricted bilingual lexicon, particularly in Turkish, an overreliance on surface-level equivalence, and a possible lack of strategic flexibility in making informed lexical choices. Danks & Griffin (1997) and Adab & Schäffner (2000) both emphasize that translation is not a

mechanical transfer of words but a cognitive and interpretive act—a process demanding reflective engagement with both source and target language semantics, as well as an attuned sensitivity to context, audience, and genre.

Moreover, the literalist approach may also reflect an underlying lack of confidence in L1 productive fluency. Many student-teachers appeared reluctant to manipulate Turkish syntactic structures or explore stylistically richer options, often clinging closely to the scaffolding of the source language. While this caution is pedagogically understandable, it also indicates the need to foster risk-taking and creative problem-solving in translation education—traits identified by Kiraly (2000) as essential to the development of autonomous, confident translators.

Addressing these issues requires a multilayered pedagogical strategy. First, explicit instruction in idiomaticity, collocational patterns, and register variation is essential, particularly within Turkish as the target language. Second, structured exposure to comparative lexical analysis tasks, supported by corpora and bilingual reference tools, can help expand students' lexical awareness and promote more discerning vocabulary use (De Beaugrande & Dressler, 1981). Third, integrating guided reflection on translation choices, especially in peer-reviewed or instructor-mediated contexts, can cultivate the metacognitive skills necessary to evaluate and revise initial lexical decisions.

In sum, the lexical difficulties observed across student teachers' translations highlight a deep-seated pedagogical challenge: the transition from knowing words to using them with precision, nuance, and stylistic appropriateness. The struggle for lexical control is not merely a matter of vocabulary breadth; it is about developing a principled approach to meaning negotiation, where choices are informed by genre, audience, and communicative intent. Bridging this gap is essential for preparing ELT professionals capable of employing translation not just as a linguistic exercise but as a strategic pedagogical tool in increasingly multilingual and culturally diverse classrooms.

* **Grammar and syntactic transfer issues:** The grammatical and syntactic challenges observed in the translated texts underscore a recurring difficulty among student-teachers: the accurate and contextually appropriate application of Turkish grammatical structures, particularly under the cognitive load of translation. A significant proportion of translations exhibited interference from English syntax, most notably in the form of unnatural word order, calqued grammatical constructions, and deviations from Turkish morphological norms. These issues suggest a lingering dependence on English structural patterns despite the participants' advanced standing in their ELT programs.

As was argued previously, the phenomenon of syntactic transfer—where structural norms from the L2 (English) are unconsciously imposed onto L1 (Turkish) output—is well recognized in both second language acquisition and translation studies. However, its persistence at the upper-undergraduate level—particularly in a high-stakes, dual-language academic context—raises important pedagogical concerns. While cross-linguistic interference is a natural part of bilingual development, its impact on translation quality and target language authenticity becomes critical when pre-service teachers are being trained to model linguistic proficiency.

A closer analysis revealed that the most common syntactic deviations involved the importation of English subject-verb-object (SVO) order into Turkish translations, often at the expense of Turkish subject-object-verb (SOV) preferences and clause-final verb placement. Although some Turkish sentence structures permit flexibility, the repeated production of direct SVO equivalents—especially in formal or academic texts—resulted in stylistically marked or awkward renderings, undermining both fluency and idiomaticity. Additionally, inappropriate prepositional constructions were often retained from the source language despite Turkish's reliance on postpositional and agglutinative structures for expressing spatial and temporal relationships.

Beyond syntactic order, issues of grammatical morphology—including case marking, tense-aspect agreement, and verb conjugation—surfaced across both translation directions. For instance, the incorrect application of the accusative case or the omission of obligatory suffixes in Turkish indicated gaps in students' procedural control over L1 grammar, particularly when under cognitive strain. These errors point to an uneven internalization of L1 grammatical rules, which may have atrophied due to prolonged focus on L2 acquisition and academic writing in English. As Laufer & Girsai (2008) note, translation not only tests language knowledge but also reveals the limits of grammatical intuition when operating across linguistic systems.

From a pedagogical standpoint, these findings suggest a need for more explicit contrastive grammar instruction within ELT translation training. While students have clearly developed robust English language proficiency, their ability to navigate the structural boundaries between English and Turkish—and to select grammatically and stylistically appropriate forms under translation pressure—remains variable. Instruction that focuses on comparative syntax, clause reordering strategies, and genre-based grammatical variation could significantly enhance their awareness and flexibility.

In addition, reflective translation tasks—such as analyzing and revising peer work or annotating one's own translations—could offer opportunities for students to identify syntactic interference and develop metalinguistic strategies for avoidance or repair. According to Halliday and Hasan (1976), elements such as referencing, substitution, ellipsis, conjunction, and lexical cohesion in the target language are essential not only for ensuring grammatical accuracy but also for enabling coherent and meaningful communication. This insight holds particular importance for future educators, who must help learners navigate and interpret meaning effectively across both L1 and L2 contexts.

Lastly, these syntactic issues also speak to the broader professional identity formation of student-teachers. As they prepare to model language use for their own students, it is imperative that they attain a level of grammatical autonomy and stylistic awareness that allows them to perform and teach translation as a meaningful, deliberate, and context-sensitive act. Integrating syntactic flexibility, contextual grammar reinforcement, and awareness of contrastive linguistic structures into teacher training curricula will not only improve translation accuracy but also fortify pedagogical credibility in multilingual classrooms.

***Contextual adaptability:** The challenges encountered by student-teachers in achieving contextual adaptability during translation tasks reveal a crucial dimension of translational competence—one that extends well beyond lexical proficiency or grammatical control. Contextual adaptability involves the translator's ability to discern and respond to the rhetorical conventions, stylistic norms, and communicative objectives specific to various text genres. This skill is crucial for producing translations that are both accurate and culturally resonant.

For instance, the WIDA English Language Development Standards Framework (2020) underscores the significance of genre awareness and audience expectations in language proficiency, highlighting the need for learners to adjust their language use according to different contexts and purposes. Additionally, the ACTFL Proficiency Guidelines (2024) emphasize the importance of understanding the function and structure of texts across genres to achieve effective communication in diverse settings. These frameworks collectively stress that successful translation extends beyond linguistic accuracy, requiring a deep engagement with the socio-cultural and rhetorical nuances of the target language and audience. As such, it constitutes a cornerstone of professional translation ability, demanding not only linguistic accuracy but also genre sensitivity and pragmatic alignment between source and target discourse.

The English-to-Turkish translation of a scientific text presented a particularly revealing case in this regard. Scientific discourse, by its very nature, demands precision, objectivity, and terminological accuracy (Vieira et al., 2021). However, the analysis revealed that many student-teachers struggled to maintain the formal and impersonal tone characteristic of this genre. In several instances, informal or conversational expressions were introduced, undermining the authority and rhetorical seriousness of the text. Such departures from genre conventions compromise the credibility of scientific writing and suggest a limited familiarity with the stylistic norms governing Turkish academic prose.

Moreover, the substitution of domain-specific terms with generic or vague alternatives, or their omission altogether, pointed to a gap in students' active command of technical vocabulary in Turkish. This lexical imprecision diluted the epistemological density of the original text and, in some cases, altered its intended meaning. These findings align with observations in translation pedagogy that genre awareness is often underdeveloped among novice translators, particularly in academic settings where exposure to authentic genre-specific materials may be limited (Kelly, 2005; Nord, 2001).

What becomes evident here is a broader pedagogical issue: while students may demonstrate fluency in everyday Turkish and English, their ability to produce texts that align with the conventions of specific genres—especially in specialized fields—can be inconsistent. This highlights the importance of approaching translation not simply as a matter of converting words between languages but as a practice that requires sensitivity to purpose, audience, and context. The skill lies in making stylistic and structural choices that suit the intended function of the target text, transforming basic language transfer into purposeful and effective communication.

For pre-service English Language Teaching (ELT) teachers, cultivating contextual adaptability is essential. As future educators, they must navigate diverse genres and guide learners through the nuances of language use across various contexts. Integrating translation activities with genre analysis can serve as an effective pedagogical approach, enhancing students' critical reading, stylistic awareness, and cross-linguistic literacy. This perspective aligns with findings from Nurlaelawati & Novianti (2019), who emphasize the importance of genre-based pedagogy in developing students' understanding of textual structures and communicative purposes.

To foster this adaptability, ELT programs should incorporate explicit instruction on genre conventions in both English and Turkish. This could involve comparative analyses of parallel texts, guided deconstruction of authentic materials, and genre-based

translation tasks that require students to revise texts for different audiences or purposes. Such practices are also supported by the British Council, which advocates for translation activities that promote communicative competence and cognitive engagement in language learning.

Notably, some student-teachers in this study demonstrated an emerging sensitivity to context. Their ability to strategically paraphrase, reformulate, and use idiomatic expressions indicated an intuitive understanding of communicative purpose, even when their linguistic accuracy was not flawless. These instances point to the presence of early-stage translational awareness—something that can be further developed through structured guidance, hands-on practice, and opportunities for reflective thinking. Encouraging students to actively evaluate and refine their own language use supports the growth of both confidence and proficiency in diverse communicative situations. Fostering metacognitive engagement with the translation process—through self-commentary, peer review, or annotated drafts—can support students in making more deliberate stylistic and rhetorical choices. This approach aligns with the findings of Wenden (1998), who underscores the impact of metacognitive instruction on students' awareness and use of reading strategies, thereby improving their overall language competence.

Finally, these findings reaffirm the importance of **genre-informed translation pedagogy** as an integral component of ELT teacher education. Rather than relegating translation to isolated exercises, programs should embed it within broader instructional goals—linking translation to functional language use, genre literacy, and professional communication. Doing so not only enriches the pedagogical repertoire of future teachers but also promotes a more flexible and critical approach to language use across contexts.

In sum, contextual adaptability is not simply a desirable feature of translation competence—it is foundational to the development of reflective and genre-aware language educators. By equipping student-teachers with the tools to analyze and respond to genre conventions, ELT programs can contribute meaningfully to the cultivation of educators capable of mediating meaning with sensitivity, accuracy, and professionalism in a multilingual world.

Students' Perceptions of Translation in ELT

Beyond measurable performance outcomes, the qualitative dimensions of this study reveal a nuanced and evolving understanding of translation among fourth-year ELT

student-teachers. A recurring theme observed in their task responses and reflections is the subtle role of translation as a personal cognitive tool. For many, translation functions as a bridge between languages—helping them make sense of complex vocabulary, grammar, and meaning in English by drawing on the interpretive clarity of their first language, Turkish. This process supports comprehension and memory, often providing a sense of security when grappling with unfamiliar language structures. These translation strategies tend to arise naturally and become embedded in learners' habits, even if they are not explicitly recognized or integrated into formal teaching frameworks. This highlights the importance of acknowledging and refining such intuitive practices within the curriculum rather than leaving them unexamined or undervalued.

Despite this implicit reliance, there is evidence to suggest a disjunction between students' use of translation as a learning strategy and their capacity—or confidence—to incorporate it into explicit pedagogical practice. Inconsistencies in performance across translation tasks, particularly with regard to omissions and literal renderings, may reflect uncertainty about the instructional value of translation or anxiety over its legitimacy in communicative classrooms. This hesitation is not without precedent. Many ELT programs in Türkiye and elsewhere continue to be influenced by the legacy of Communicative Language Teaching (CLT), which traditionally emphasized immersive, L2-dominant instruction, often de-emphasizing the use of the L1. This approach has led to the marginalization of translation within teacher preparation curricula. However, recent scholarship challenges this monolingual assumption.

Recent scholarship advocates for pedagogical approaches that leverage students' full linguistic repertoires to enhance learning. Translanguaging pedagogy, for instance, encourages students to utilize all their language resources to construct meaning, thereby fostering a more inclusive and effective language learning environment. Similarly, research highlights the strategic use of students' first language (L1) in English language development. By allowing learners to draw on their L1, educators can facilitate deeper understanding and communication as students make connections between their existing knowledge and new language concepts. These perspectives suggest a reevaluation of the role of translation and L1 use in ELT programs, advocating for their integration as valuable pedagogical tools.

Furthermore, students' varying approaches to translation—as evidenced by divergent levels of sophistication in their strategies—appear to stem from contrasting beliefs about its pedagogical validity. For some, translation is viewed as a valuable

classroom tool for reinforcing comprehension, clarifying meaning, and enhancing learner confidence. Others exhibit greater caution, perhaps influenced by the fear that translation might encourage dependency on the L1 or hinder spontaneous target language production. These divergent stances reflect broader debates within language education about the role of L1 mediation and underscore the importance of theoretical literacy in teacher education: future teachers must be given the conceptual tools to navigate these tensions with informed flexibility.

Critically, ELT programs should neither promote translation uncritically nor dismiss it outright. Instead, they must cultivate among student-teachers a nuanced pedagogical framework that positions translation as a versatile instructional option—appropriate in certain contexts, with specific learners, and for defined objectives. This entails explicitly addressing key questions in teacher education: When does translation support or hinder communicative competence? How can it be structured to promote cross-linguistic awareness without undermining immersion? What does an effective translation task look like in practice?

Pedagogical models that incorporate strategic translation activities—such as contrastive analysis guided paraphrasing, post-editing of AI-generated output, and collaborative translation critiques—can help student-teachers move beyond instinctive use toward conscious, reflective application (Genç & Özcan Dost, 2023). These approaches can also foster metalinguistic insight, helping future teachers recognize language transfer phenomena, interlanguage patterns, and L1-influenced learner errors.

Ultimately, this study reveals a fertile, if underutilized, pedagogical space: translation is already present in the cognitive routines of language learners. The challenge—and opportunity—lies in elevating it from subconscious strategy to principled practice. By explicitly integrating translation into teacher education, not as a relic of traditional methods but as a dynamic and context-responsive resource, ELT programs can better prepare graduates to make informed instructional decisions in their future multilingual classrooms. Emerging from the analysis are several recurring themes that warrant closer attention, including:

- *Translation as a scaffolding tool:* A recurrent and thematically significant insight emerging from the participants' reflections is the widespread perception of translation as a cognitive scaffolding device, particularly in contexts involving abstract or highly technical English vocabulary. Many

> student-teachers described using their L1—Turkish—as a conceptual anchor when confronted with unfamiliar lexical items in English. Rather than perceiving translation as a reductive one-to-one substitution mechanism, participants frequently engaged in semantic mapping, whereby they sought Turkish equivalents not only to define new terms but to understand their contextual nuances and syntactic behavior. This process resonates strongly with sociocognitive views of second language acquisition, which regard the L1 as an essential mediating tool in early language processing and conceptualization.

The act of drawing upon L1 knowledge in this way appears to reduce cognitive load during initial language encounters, facilitating quicker access to meaning while preserving mental bandwidth for deeper comprehension. Research in cognitive linguistics and L2 vocabulary acquisition similarly suggests that cross-linguistic associations can provide learners with a mental framework for integrating new lexical items, especially those that are semantically dense or culturally unfamiliar (Laufer & Girsai, 2008). In this study, participants often articulated how translating complex terms into Turkish allowed them to relate unfamiliar vocabulary to known concepts, thus supporting retention and subsequent recall.

Moreover, the translation process encouraged deeper semantic reflection. Rather than relying on superficial equivalents, many participants reported engaging with the subtle differences between potential Turkish renderings of an English word, analyzing connotation, register, and collocational fit. This reflective dimension of translation aligns with metacognitive models of learning, wherein learners consciously monitor and evaluate their comprehension strategies, a process shown to support durable learning outcomes (Meyer & Schaneveldt, 1971).

Interestingly, this scaffolding function extended beyond vocabulary acquisition. Several student-teachers indicated that translation helped them unpack complex grammatical structures by contrasting them with Turkish syntax. For example, they noted using translation to better grasp English prepositional usage by comparing it to Turkish postpositions or case morphology. Translation, in this sense, becomes a means not merely of understanding content but of analyzing form, reinforcing learners' ability to shift between languages with precision and insight.

These findings resonate with Vygotskian notions of mediated learning, where higher-order cognitive skills are developed through strategic interaction with tools and resources—including language itself (Vygotsky, 1978). Translation, when employed judiciously, operates as one such mediating tool, enabling learners to bridge gaps in understanding by drawing on their full linguistic repertoire.

From a pedagogical standpoint, this suggests that strategically incorporating translation into ELT instruction—especially in vocabulary and grammar-focused modules—may enhance learner confidence, promote deeper processing, and support the development of cross-linguistic competence. Importantly, the data also affirm that students do not view translation as a passive crutch but as an active meaning-making strategy. This counters traditional critiques from communicative paradigms that have dismissed translation as counterproductive or overly reliant on the L1.

However, a point of caution remains: Overreliance on translation can inhibit learners from developing direct second language (L2) processing skills and spontaneous production, particularly verbal fluency. Therefore, educators should strike a balance between using translation as a scaffold in the early or complex stages of instruction while gradually shifting to L2-focused interaction as proficiency and confidence increase (Pont et al., 2015).

In summary, the participants' consistent emphasis on translation as a scaffolding tool underlines its multifunctional pedagogical value—facilitating vocabulary development, grammatical understanding, and broader cross-linguistic awareness. These findings advocate for its reconsideration within ELT teacher training, not as an outdated method, but as a strategic and context-sensitive resource that supports learners' cognitive and pedagogical development.

- *Concerns about over-reliance* – While many student-teachers recognized the cognitive and instructional value of translation—particularly as a scaffolding tool in the early stages of learning—some also voiced reservations about becoming overly dependent on it. Several participants shared a concern that routinely falling back on Turkish as a bridge language could limit their ability to engage with English more independently, undermining both spontaneity and immersion in the L2 environment.

  This tension reflects a familiar dilemma in language education: how to balance the supportive use of the first language with the goal of fostering

direct, fluent engagement in the target language. When translation becomes the default strategy, learners may begin to process English primarily through the lens of Turkish, reducing opportunities to internalize the new language on its own terms. This can manifest in slower lexical retrieval, awkward phrasing, and a general lack of fluidity in real-time communication.

Rather than dismissing translation outright, many scholars now advocate for a more nuanced approach. It's not the translation itself that poses a problem, but its overuse—especially when used as a crutch rather than a bridge. Without structured fading or reflective practice, reliance on L1 can lead to passive learning habits, reduced risk-taking in L2 output, and limited growth in communicative competence. Participants in this study noted that moving away from L1 dependence is not just about language skills; it also demands confidence, awareness, and sustained exposure to meaningful, target-language use.

For teacher educators, this presents an important opportunity. Equipping future ELT professionals with strategies to manage translation thoughtfully—knowing when to use it, how to scaffold it, and when to let it go—is key to helping learners develop both linguistic accuracy and fluency. Translation might be highly effective for unpacking complex texts or exploring grammatical contrasts but less so for developing fluency or encouraging spontaneous speech.

Ultimately, the goal is not to eliminate translation from the classroom but to reposition it: not as a universal method but as a purposeful, situational tool. Used wisely and gradually phased out, translation can ease learners into the L2. Overused, it risks keeping them tethered to the L1. The challenge for future educators is to walk that line with skill and flexibility—helping learners build autonomy while still offering support when needed.

- *The need for structured guidance* – A recurring theme among the student-teachers participating in this study was the strong sense of insufficient formal training regarding the pedagogical application of translation in English Language Teaching (ELT). While translation was occasionally addressed as an assessed skill within their coursework, many participants reported a noticeable absence of structured guidance on how to strategically and ethically implement translation within their future classroom practices. This

perceived gap reflects broader concerns in language teacher education—namely, the disjunction between conceptual exposure to translation and its practical operationalization as an instructional method.

The participants' reflections revealed that despite having personally relied on translation as a learning strategy, they often felt ill-equipped to carry this strategy into their teaching repertoires. This aligns with findings in teacher education literature, which suggest that when translation is not framed pedagogically, student-teachers are likely to rely on intuition or inherited beliefs rather than evidence-based approaches (Leonardi, 2010; Mohamed et al., 2021). As a result, translation may either be marginalized due to fears of undermining L2 immersion or used unsystematically without consideration of its potential impact on learner autonomy and communicative competence.

Several specific needs emerged from the student teachers' responses, highlighting the areas in which structured guidance is most urgently desired:

- **Theoretical Clarity:** Participants called for a clearer theoretical grounding in the benefits, limitations, and conditionalities of translation in language pedagogy. This would include engagement with frameworks such as translanguaging (García et al., 2014) and cross-linguistic mediation (Cook, 2010), which conceptualize the use of L1 not as interference but as a resource for meaning-making.
- **Practical Methodologies:** There was a strong demand for ready-to-use techniques and activity designs, such as employing translation for vocabulary scaffolding, grammar comparison, or learner-generated bilingual glossaries. These practical tools would help future teachers translate theory into classroom practice and tailor translation activities to different proficiency levels and learning objectives (Nation, 2013; Malmkjær, 1998).
- **Integration with CLT Principles**: A key concern for many participants was how to reconcile translation with communicative language teaching (CLT), which traditionally emphasizes target-language exclusivity. Guidance on how to use translation to support—not supplant—communicative competence is essential, particularly in contexts where bilingual pedagogies are gaining renewed attention (House & Loenhoff, 2016).

The absence of structured translation pedagogy in pre-service teacher programs can lead to the reinforcement of a dual perception that translation is either an outdated method or a temporary support tool for weak students. However, the data show that students use translation frequently and instinctively. However, not addressing this natural use with awareness can prevent the development of a strategic approach and unintentionally increase students' dependence on their mother tongue. Therefore, mother tongue use and translation should not be seen as forbidden areas; rather, they should be seen as teachable opportunities that can be shaped with conscious awareness, reflection, and pedagogical planning.

Moreover, the lack of guidance perpetuates an instructional inconsistency: while learners are clearly benefiting from translation on the cognitive level, their teachers may not be empowered to channel or enhance this process effectively. Teacher education programs must therefore, move beyond passive acknowledgment and actively embed translation training into curricula—not simply as a linguistic exercise, but as a strategically integrated teaching skill.

This could include:

- Dedicated modules on translation pedagogy within methods courses.
- Collaborative workshops with Translation Studies faculty.
- Peer-reviewed translation microteaching assignments that foster reflective teaching practices.
- Sample lesson plans incorporating translation for different skills and learner profiles.

The findings of this study underscore a compelling paradox at the heart of English Language Teaching (ELT): while translation is ubiquitously present in the cognitive toolkit of student-teachers—employed intuitively to scaffold meaning, clarify form, and facilitate comprehension—its pedagogical utilization remains markedly underdeveloped in formal training and instructional practice. This discrepancy between intuitive application and pedagogical enactment reflects a broader disconnect within ELT curricula, where translation is often treated either as a marginal legacy of the grammar-translation method or reduced to a testable skill rather than a versatile didactic strategy.

In this study, student-teachers consistently exhibited an unconscious reliance on their first language (L1) as part of their personal language learning journey. This was

apparent in their use of translation to understand new vocabulary, break down complex syntactic structures, and deal with abstract or technical concepts. Such behavior reflects the idea that learners naturally utilize their existing linguistic knowledge to make sense of new information. Translation serves not merely as a support tool but as a cognitive bridge, helping to connect second language (L2) input with familiar concepts and promoting a deeper integration into the learner's language skills.

Yet, as the data reveal, this innate tendency is seldom transformed into a structured teaching practice. Many student-teachers expressed uncertainty about how translation could or should be utilized in the classroom, highlighting their limited exposure to explicit training in pedagogical translation. This gap reflects a persistent tension in language education discourse, where the monolingual ideal—rooted in historical teaching methodologies—continues to cast L1 use as pedagogically questionable. For instance, Shabir (2017) found that English language student-teachers across various global contexts often grapple with the appropriateness of L1 use in EFL classrooms, indicating a lack of clear guidance and training on this aspect. Moreover, the enduring influence of the monolingual approach, as critiqued by Phillipson & Skutnabb-Kangas (1996), perpetuates the notion that L1 use hinders L2 acquisition, thereby marginalizing translation practices in teacher education programs. This perspective is further challenged by recent studies advocating for a more integrative approach that recognizes the pedagogical value of L1 in facilitating L2 learning (Pintado Gutiérrez, 2021).

Such framing not only undervalues the learners' existing linguistic resources but also disregards growing scholarly consensus that strategic L1 integration can support L2 learning by reducing cognitive load, enhancing cross-linguistic awareness, and facilitating metalinguistic reflection (Cook, 2010; Nation, 2013). When approached judiciously, translation can reveal the architecture of language, highlight semantic nuance, and stimulate higher-order thinking through tasks involving contrastive analysis, interpretation, and meaning negotiation.

Moreover, translation offers a pedagogical avenue for cultivating genre sensitivity, cultural literacy, and discursive flexibility—skills that are increasingly vital in plurilingual and intercultural learning contexts. Translation-based tasks, such as back-translation, paraphrasing, and critical evaluation of machine-translated output, can be designed to develop strategic competence and reflective language use, aligning closely with the goals of 21st-century language education (Pym, 2010; Annamalai et al., 2023).

The underutilization of translation in formal ELT practice, then, represents a missed opportunity. Rather than sidelining a naturally occurring cognitive strategy, ELT programs should reposition translation as a pedagogical asset—not as a fallback for comprehension failure, but as a conscious, intentional tool for meaning-making scaffolding, and instructional flexibility.

To realize this vision, teacher education programs must take a proactive stance. This includes:

- Embedding pedagogical translation theory into language teaching methodology courses;
- Designing scaffolded translation activities that align with communicative goals;
- Training student-teachers in how to evaluate translation tasks based on learner profiles and learning objectives;
- Collaborating with Translation Studies departments to draw on established disciplinary insights;
- Incorporating translation into reflective practice portfolios encourages future teachers to critically assess their own beliefs and strategies around L1 use.

These steps are essential to transform translation from an incidental student strategy into a purposeful instructional method fully aligned with learner-centered, multilingual, and inclusive pedagogies.

In sum, this study affirms that translation is not merely present in ELT—it is pervasive. Its intuitive presence in learners' cognitive processes provides a fertile foundation for pedagogical innovation. However, to harness its full potential, ELT institutions must offer systematic guidance, theoretical clarity, and practical modeling. Doing so would not only enhance the linguistic and instructional competencies of future educators but also validate the reality of bilingual cognition in language learning—ensuring that translation, when used wisely, becomes an empowering force in the contemporary language classroom.

5.3. Thematic Comparison with the Literature

This section undertakes an in-depth thematic comparison between the primary findings yielded by the present study and the broader body of academic literature within the domains of English Language Teaching (ELT) and translation pedagogy. In doing so, it seeks not only to situate the current research within the wider scholarly landscape but also to critically evaluate its alignment with—or departure from—prevailing theoretical frameworks, pedagogical principles, and empirical trends. Through this comparative lens, the study's contributions can be understood in terms of their resonance with existing scholarship, their potential to challenge established assumptions, or their capacity to illuminate previously underexplored intersections between language education and translation instruction. By articulating where the study reinforces, extends, or complicates earlier academic narratives, this section aims to provide a meaningful contribution to ongoing conversations in both fields.

Furthermore, this comparative exercise is not limited to a superficial alignment of themes but rather engages with the nuanced ways in which the findings of this study echo, expand upon, or critique dominant perspectives. For instance, the evolving role of translation in communicative language teaching, which has gained increasing acceptance in recent years (Hall & Cook, 2012; Widdowson, 2014), provides a useful backdrop against which the study's findings on learner engagement and metalinguistic awareness can be interpreted. Likewise, the analysis draws upon core concepts in translation pedagogy such as process-oriented instruction (Kiraly, 2000), collaborative learning environments (González-Davies, 2004), and the development of translator competence (PACTE, 2003), offering a multilayered understanding of how translation-based tasks are perceived and processed by learners in ELT settings.

The comparisons presented herein are structured under three overarching thematic categories, each of which encapsulates a distinct pattern that emerged during the analysis phase of the study. These themes serve as conceptual anchors, enabling a focused yet comprehensive juxtaposition of the study's findings with relevant literature. In this regard, the structure facilitates a systematic exploration of areas of convergence and divergence while also highlighting novel insights that may open new avenues for pedagogical innovation and research. Importantly, by grounding the thematic patterns in both empirical observation and theoretical reflection, the discussion aspires to move

beyond mere description and towards a more critical and generative engagement with existing scholarship.

Taken together, this thematic comparison not only reinforces the relevance and timeliness of the present study but also underscores its potential to bridge disciplinary boundaries between ELT and translation studies. In particular, it demonstrates how pedagogical strategies that incorporate translation can be leveraged to enhance language acquisition, critical thinking, and intercultural competence—dimensions that are increasingly emphasized in both curricular guidelines and academic discourse. As such, the ensuing discussion aspires to position the findings of this study as both reflective of and responsive to ongoing pedagogical transformations, particularly those that seek to integrate linguistic and cultural literacies in more holistic and context-sensitive ways.

5.3.1. Alignment with Prior Research

The findings of the present study demonstrate a strong alignment with a substantial body of existing literature that advocates for the pedagogical value of translation in language education, particularly within the context of English Language Teaching (ELT). Consistent with the arguments of Carreres (2006) and Piletic (2011), who have long emphasized the cognitive and linguistic benefits of incorporating translation into language learning curricula, participants in both the Çukurova and Mersin University cohorts overwhelmingly recognized translation as a beneficial educational practice. Students in this study identified translation tasks not merely as exercises in linguistic substitution but as cognitively demanding activities that supported deeper engagement with language structures, lexical nuances, and cultural context. This finding reinforces the assertion by Laviosa (2014), who proposes that translation can be effectively re-contextualized within communicative language teaching frameworks—not as a relic of the outdated grammar-translation method, but as a dynamic, task-based technique capable of enhancing communicative competence, critical reflection, and intercultural awareness.

Indeed, the results of this study point to translation's unique ability to sharpen learners' metalinguistic awareness, a conclusion that resonates strongly with the theoretical perspectives of Hatim & Mason (1997) and the empirical studies conducted by Hönig (1992). These scholars highlight how translation can facilitate the bridging of L1 and L2 in ways that foster not only linguistic accuracy but also intercultural sensitivity

and pragmatic awareness. The design of the present study, which included structured translation activities across various registers, genres, and contexts, provided participants with rich opportunities to observe how meaning shifts between languages. Students were often required to consider not only the structural equivalence between source and target texts but also to adapt tone, style, and communicative intent according to audience expectations. Such observations support the argument that translation exercises can enhance learners' ability to monitor and reflect on their language choices with a high degree of intentionality—a key feature of advanced language proficiency.

Moreover, this study contributes to ongoing discussions about the role of translation in teacher training and professional development. A particularly noteworthy outcome was that many pre-service teachers reported a growing appreciation for the strategic use of translation in classroom settings, especially within diverse or multilingual learner groups. This mirrors the findings of Piletic (2019), who argued that translation tasks could support the pedagogical growth of future educators by equipping them with practical tools for managing linguistic diversity and fostering inclusive classroom practices. Participants in this study frequently mentioned that translation not only clarified complex linguistic features but also acted as a bridge between theory and practice, enabling them to visualize how bilingual strategies could support scaffolding, differentiation, and learner engagement.

These insights further reinforce the conclusions drawn by Hall and Cook (2012), who advocate for the thoughtful and principled use of learners' first language (L1) in foreign language instruction. Rather than perceiving L1 use as an impediment to L2 acquisition, students in this study—particularly those in pre-service teacher training programs—recognized its value as a pedagogical resource that, when employed with deliberate intent, can deepen understanding and promote cross-linguistic transfer.

In sum, the present study substantiates and extends prior research that positions translation as an intellectually robust and pedagogically meaningful component of language education. By affirming its value across cognitive, cultural, and instructional dimensions, the study not only strengthens the call for re-integrating translation into communicative ELT practices but also opens new pathways for research on its long-term impact on learner autonomy, curriculum design, and teacher development. These findings collectively contribute to a growing consensus that translation, when innovatively applied, can serve as a vital instrument in fostering both linguistic

proficiency and intercultural competence in today's increasingly globalized educational contexts.

5.3.2. Divergences and Explanations

While the findings of this study largely resonate with and reaffirm a substantial portion of existing scholarship, they also bring to light a number of important divergences that suggest the need for more nuanced, context-sensitive interpretations of commonly held assumptions in the literature. These divergences, rather than undermining prior research, offer valuable insight into the situated nature of translation pedagogy and the ways in which institutional, curricular, and experiential variables can influence both learner perceptions and pedagogical outcomes. In particular, the results of this study call attention to discrepancies in how translation is positioned and received across different university contexts—differences that merit closer examination and have broader implications for the design and implementation of translation-infused curricula in English Language Teaching (ELT).

One of the most salient departures from existing literature concerns the marked variation in the institutional emphasis on translation pedagogy between the two case study sites—Çukurova University and Mersin University. Whereas studies such as Piletic (2011) and González-Davies (2004) portray the reception of translation in ELT classrooms as relatively homogenous or uniformly positive, the present research reveals that this is not always the case. Participants from Çukurova University reported greater exposure to translation as an integrated component of their coursework, often describing it as a recurring element in both theoretical instruction and practical assignments. This structured and sustained exposure appeared to correlate with increased student confidence, deeper engagement with translation tasks, and greater consistency in performance. These findings echo the observations of Aktekin and Gliniecki (2015), who argued that curricular design—and more specifically, the extent to which translation is meaningfully embedded into language education programs—can exert a significant influence on learners' perceptions of its value and pedagogical legitimacy.

Conversely, the responses from Mersin University students indicated a more fragmented and utilitarian experience of translation instruction. In this cohort, translation was frequently perceived as a supplementary or even peripheral activity, valued primarily for its utility in exam preparation rather than for its cognitive or communicative benefits.

This instrumental orientation suggests that, in the absence of clear curricular scaffolding or pedagogical integration, translation may be viewed not as a meaningful learning strategy but rather as a compensatory technique—a fallback used to bridge gaps in understanding or to achieve short-term academic goals. This finding finds resonance in the work of Artar (2017), who similarly observed that inconsistent or superficial implementation of translation activities could limit their perceived educational value, thereby reinforcing the outdated view of translation as a remedial strategy rather than an intellectually enriching task. Such divergences emphasize the importance of institutional commitment and pedagogical intentionality in shaping students' attitudes toward translation and their broader learning experiences.

Another significant point of divergence pertains to students' perceptions of translation difficulty based on directionality—specifically, the comparative challenges of translating from English to Turkish versus Turkish to English. While Carreres (2006) reported relatively balanced perceptions of difficulty in both directions, the current study found that many participants experienced greater difficulty when translating from English into Turkish. This asymmetry may be attributed to several interrelated factors, including the elevated register and syntactic density of the English source texts used in the study, as well as the students' relative lack of prior experience in decoding and rendering formal or literary English into their native language. The cognitive and stylistic demands of such texts appear to have posed a greater challenge than tasks involving translation into English, where students perhaps relied more on practiced formulaic expressions and standardized academic discourse. These results lend empirical support to Hermans's (1996) argument that genre familiarity, textual complexity, and L1–L2 asymmetries play a crucial role in shaping translation performance—particularly among novice translators whose exposure to genre-diverse texts may be limited.

Collectively, these divergences underscore the importance of approaching translation pedagogy not as a one-size-fits-all solution but as a dynamic and context-dependent practice that must be attuned to the specific needs, experiences, and institutional cultures of learners. By surfacing these areas of tension and variability, the present study contributes to a more differentiated and critically reflective understanding of how translation functions within ELT, challenging the field to consider not only *whether* translation should be used, but *how*, *when*, and *under what conditions* it can be most effectively employed. These findings open the door to further research into the institutional factors, instructional designs, and learner variables that mediate translation's

role in language education, and they serve as a timely reminder that pedagogical tools must be continually re-evaluated in light of the diverse realities of classroom practice.

5.3.3. Contributions to Current Debates in ELT and Translation Studies

In addition to confirming and occasionally diverging from established research, the present study puts forth several meaningful contributions to contemporary debates within both English Language Teaching (ELT) and translation pedagogy. These contributions extend beyond theoretical affirmation; they offer empirical insight into how translation functions not only as a cognitive and linguistic tool but also as a pedagogical strategy that holds particular significance in pre-service teacher education. By framing translation as an integral rather than a peripheral component of language teaching, this study bolsters the argument advanced above: that translation should be systematically and purposefully embedded within teacher education programs. Far from being a supplementary activity relegated to isolated courses or exam preparation, translation—when scaffolded thoughtfully—can serve as a formative element of ELT methodology, one that cultivates metalinguistic awareness, cultural agility, and professional preparedness among future educators.

This reconceptualization of translation also carries broader implications for the ongoing discourse surrounding first language (L1) use in second language acquisition (SLA). As scholars have pointed out, mainstream language education continues to grapple with what has been termed the "monolingual bias"—the pervasive assumption that the exclusive use of the target language (L2) is inherently superior for learning. The findings of this study offer a compelling counterpoint to such assumptions. Students who operated in institutional contexts that actively encouraged the deliberate use of both L1 and L2—such as those from Çukurova University—demonstrated a more nuanced understanding of translation not as a last-resort crutch but as a cognitively enriching practice. These learners articulated the value of translation as a metacognitive strategy capable of fostering deeper reflection, interlingual connections, and a more principled approach to problem-solving in language use. This insight adds important empirical support to the argument that the pedagogical framing of translation—not merely its presence in a curriculum—plays a decisive role in how students perceive, engage with, and ultimately benefit from it.

Moreover, the study contributes to a growing body of literature advocating for localized, context-sensitive models of translation pedagogy. While global discussions in translation studies often emphasize the potential for universal best practices, the current research cautions against overly generalized approaches. The marked divergence in student attitudes and outcomes between Çukurova and Mersin universities serves as a reminder that institutional culture, curricular coherence, and instructional design all mediate how translation is experienced in the classroom. These findings align with the calls of González-Davies (2004) and Pym (2010) for pedagogies that are not only theoretically sound but also practically responsive to the specificities of learner populations, institutional settings, and sociolinguistic environments. In this respect, the present study underscores the importance of tailoring translation instruction to reflect programmatic goals, student backgrounds, and broader educational values. It also highlights the need for teacher educators and curriculum designers to adopt a critical and flexible stance—one that is informed by evidence yet sensitive to variation.

In sum, the study offers timely and actionable insights for a range of stakeholders within the field of language education. For ELT practitioners, it provides a model of how translation can be reimagined as a core methodological tool rather than a marginal supplement. For curriculum designers, it underscores the need for coherence, intentionality, and contextual awareness in integrating translation into pre-service teacher training. And for policymakers seeking to foster inclusive, multilingual, and globally competent teaching programs, it presents a persuasive case for the legitimization of translation as both a pedagogical practice and a site of professional development. By situating translation within a broader vision of multilingual education, the study ultimately advocates for a future in which language teaching is not defined by rigid dichotomies but enriched by dynamic, bilingual, and contextually grounded pedagogical strategies.

5.4. Challenges and Unforeseen Findings: A deeper examination

The empirical findings presented in this study offer a multi-dimensional view of translation competence among fourth-year English Language Teaching (ELT) student-teachers, revealing not only current skill levels but also underlying pedagogical and curricular dynamics. Rather than merely documenting performance metrics, the results uncover nuanced patterns shaped by genre, task complexity, institutional context, and

learner strategy—each contributing to a layered understanding of how translation operates within pre-service teacher development.

One of the most significant insights involves the task-dependent variability in student performance. While some participants demonstrated genre awareness and linguistic adaptability—especially in narrative tasks—others struggled with syntactic restructuring, pragmatic alignment, and culturally loaded expressions, particularly in more technical or academic genres. These findings align with prior research emphasizing that translation is not a singular skill but rather a composite of cognitive, linguistic, and sociocultural sub-skills (Kelly, 2005; PACTE, 2017). The demands of interlingual transfer differ across genres and language directions (L1→L2 vs. L2→L1), underscoring the importance of context-sensitive training that reflects these complexities.

A further challenge lies in assessing translation quality within pedagogical settings. Traditional evaluation models often prioritize lexical and grammatical accuracy, but this study highlights the limitations of such narrow criteria. Many student outputs required evaluative judgments that involved stylistic congruence, discourse coherence, and communicative intent—dimensions less amenable to rigid rubrics. This supports the call for holistic and genre-specific assessment frameworks in translation pedagogy argued above, capable of capturing not only linguistic correctness but also appropriateness and fluency in the target context.

Complementing these performance-based observations, the study revealed varied strategic orientations among participants. While some student-teachers relied on internalized linguistic knowledge or L1 equivalents, others turned to external aids such as bilingual dictionaries and machine translation tools. This divergence suggests a spectrum of metacognitive awareness and translation literacy, raising questions about how students are taught to reflect on and regulate their translational choices (Göpferich, 2009). Encouraging structured self-reflection, supported by exposure to professional translation strategies, could enhance student teachers' ability to make informed decisions and to shift from reactive to strategic, goal-driven practices.

The institutional context also subtly shaped student outcomes. While no drastic disparities in overall proficiency emerged between Çukurova and Mersin University participants, qualitative trends pointed to differences in confidence, stylistic fluency, and task engagement. These variations likely stem from how translation is situated within each program's ELT curriculum—whether as a peripheral technique or a core pedagogical component. This resonates with studies emphasizing that institutional

framing and pedagogical priorities significantly influence student outcomes (Akalın & Gündoğdu, 2010). Identifying and disseminating effective curricular models could support greater coherence across ELT programs and promote equitable preparation of future language teachers.

Most importantly, the findings signal a broader pedagogical imperative: translation in ELT must be redefined not as a static skill but as a reflective, adaptive process that bridges linguistic forms, communicative functions, and cultural meaning. As this study illustrates, translation competence is both a barometer and a driver of professional growth—a lens through which teacher educators can evaluate not just language proficiency, but pedagogical maturity.

The forthcoming subsections will build upon this foundation by exploring key challenge areas in greater depth. These include lexical precision, syntactic transfer, genre awareness, and instructional confidence. Together, they offer a roadmap for targeted intervention, supporting the development of ELT professionals who are not only bilingual but also translingually and pedagogically fluent—capable of translating knowledge, meaning, and intention across linguistic and educational boundaries.

The Unexpected Dip: Low Translation Scores and the Search for Proficiency Uniformity - A Multifaceted Challenge

The unexpectedly low average performance in English-to-Turkish (L2→L1) translation among fourth-year English Language Teaching (ELT) student-teachers presents an important opportunity for reflection in this study. This finding challenges the common belief that translating into one's native language (L1) should be less difficult due to higher linguistic fluency and familiarity with idiomatic expressions. The data indicate a contrary trend, raising questions about the assumptions regarding language directionality in translation pedagogy. Furthermore, it underscores deeper, systemic issues within translation instruction in ELT programs.

At the forefront is the concern over **non-uniformity in student proficiency** despite shared curricular frameworks. The data reveal considerable variation in translation performance across individuals, suggesting that not all students have benefited equally from the instructional experiences provided. This heterogeneity could stem from differences in prior educational background, informal exposure to translation, or disparities in how translation is taught across different course sections or instructors.

As Kiraly (2016) asserts, translation competence is not developed through passive exposure but through scaffolded, reflective practice that requires sustained pedagogical attention. The implications of these findings go beyond academic evaluation; they underscore translation as a core professional competency in ELT. In practical classroom scenarios, English teachers frequently engage in translation-related tasks: adapting materials, communicating with stakeholders, and facilitating bilingual learning activities (Duff, 1989). Without robust translational skills, teachers may find themselves ill-prepared to support students who navigate between languages or to perform necessary cross-linguistic tasks in school settings—especially in linguistically diverse environments (Cummins, 2007).

Addressing this competence gap requires a comprehensive reevaluation of how translation is embedded in the ELT curriculum. Questions must be raised about the sequencing and scope of translation instruction: Do students engage in translation activities across diverse genres and registers? Are they challenged to move beyond sentence-level equivalence toward stylistic and pragmatic adequacy? Are translation assignments supported by meaningful feedback, strategy training, and opportunities for revision?

Moreover, current assessment practices should be critically revisited. Narrow rubrics focusing solely on lexical and grammatical accuracy may fail to capture broader aspects of translation performance—such as fluency, cohesion, idiomaticity, and genre awareness (Waddington, 2001). This calls for integrated assessment tools that evaluate how well students navigate the communicative goals of the text and accommodate the expectations of different audiences. Encouraging reflective commentaries or translation logs may also help reveal the cognitive processes behind student choices (Göpferich, 2009).

Innovative instructional strategies could play a pivotal role in bridging this gap. For instance, incorporating authentic translation tasks—such as adapting real-world documents or co-translating texts in small groups—may foster more meaningful engagement. Introducing computer-assisted translation (CAT) tools and critical digital literacy around platforms like DeepL or Google Translate can further prepare students for the realities of modern translation workflows while also addressing concerns about ethical use and reliability (Beatty, 2013).

In parallel, raising students' metacognitive awareness of their own translation strategies can foster self-regulation and reflective growth. Encouraging learners to

articulate their rationale for lexical choices, syntactic transformations, and omissions may help cultivate strategic competence and deeper language insight.

Ultimately, the low average scores in L2→L1 translation serve not merely as an outcome to be remedied but as a diagnostic indicator—one that highlights deeper pedagogical, curricular, and institutional challenges. To address these issues, ELT programs must adopt a more deliberate and cohesive approach to translation instruction, supported by theoretically informed design, practice-oriented pedagogies, and responsive assessment mechanisms. In doing so, teacher education programs will not only elevate translation competence but also empower future ELT professionals to approach bilingual mediation with both confidence and precision—qualities essential for effective and inclusive language education in today's multilingual classrooms.

Navigating the Nuances: The Intriguing Diversity in Reviewer Scoring - Unpacking Subjectivity in Assessment

One of the more illuminating findings of this study emerged not solely from the student teachers' translation performances but from the diversity of perspectives reflected in the assessments conducted by three experienced raters. While all raters broadly agreed on key areas of weakness—such as inconsistencies in lexical precision, structural awkwardness, or loss of register—noticeable variations in how they scored the same translations point to an enduring pedagogical challenge: the subjective nature of translation assessment. This phenomenon is neither new nor easily resolved, but it calls for deeper reflection on how translation quality is conceptualized, operationalized, and evaluated in educational contexts.

Translation, by its very nature, resists easy quantification. Hatim and Mason (1997) remind us that translation is a multidimensional act that involves negotiating meaning, style, genre, and context. The very idea of a "correct" translation is often elusive, as judgments about adequacy and appropriateness are conditioned by one's theoretical orientation, cultural expectations, and pedagogical priorities (House, 1997). Consequently, different raters—however well-trained—may approach the same translation with subtly divergent evaluative lenses.

In this study, for example, Rater A appeared to prioritize *semantic fidelity*, favoring translations that closely adhered to the source text's informational content, even if the target language rendering was occasionally stilted. Rater B, by contrast, gave greater weight to *stylistic naturalness* and fluency in Turkish, sometimes penalizing

technically accurate translations for sounding mechanical or non-idiomatic. Rater C, with a classroom-oriented background, often foregrounded *communicative clarity* and *audience awareness*, assessing how effectively the translation would function for learners or lay readers.

These variations align with findings in prior research. Waddington (2001), for instance, outlines how different evaluation models—analytic, holistic, or task-based—inevitably emphasize different aspects of translation competence. The relative weighting of grammatical errors versus stylistic infelicities or pragmatic mismatches becomes a subjective decision, shaped as much by personal judgment as by institutional guidelines European Master's in Translation: Competence Framework 2022). This variability complicates the scoring process and challenges our assumptions about objectivity in educational measurement.

The implications for students are not trivial. Inconsistent feedback can create confusion, frustration, and uncertainty about how to improve. A student praised for their fluency by one rater might be critiqued by another for departing too far from the source. Without transparent and clearly defined rubrics, such discrepancies can obscure the pedagogical intent of assessment and diminish its formative value (Bachman & Palmer, 1996). For instructors and program administrators, this lack of uniformity can pose difficulties when comparing performance across cohorts or designing curricula that respond meaningfully to assessment data.

To address these challenges, a multi-pronged approach may be necessary:

- **Detailed, well-calibrated rubrics** should be developed that clearly delineate assessment categories (e.g., accuracy, fluency, idiomaticity, register, genre awareness) and describe specific performance indicators at varying proficiency levels. This encourages consistency and provides students with clearer feedback paths.
- **Rater training and calibration sessions** are essential. As shown in studies of language testing and translation quality assessment alike, alignment in expectations and scoring norms improves inter-rater reliability and helps uncover hidden biases or divergent assumptions (Khalifa & Weir, 2009).
- The use of **inter-rater reliability measures**, such as Cronbach's Alpha (as employed in this study, yielding a reliability coefficient of $\alpha = 0.800$), helps to

quantify the degree of consistency and to flag cases where further discussion or refinement is warranted.

- Incorporating **student self-assessment and peer review** can introduce alternative perspectives and foster metacognitive engagement. Learners gain valuable insight into the nuances of translation judgment, and the classroom becomes a collaborative space for unpacking what constitutes "good" translation in different contexts (Campbell, 1998).

Rather than viewing assessment subjectivity as a problem to be eliminated entirely, it may be more productive to embrace it as a **site of reflection and pedagogical growth**. The diversity of rater responses in this study underscores the richness of translation as a discipline and the value of maintaining an open, dialogic approach to quality and evaluation. By acknowledging that translation competence involves interpretation and negotiation, educators can foster a more inclusive and critically informed environment for developing translational skills.

In short, the scoring differences observed among reviewers should not be dismissed as anomalies but should instead be seen as **productive tensions** that highlight the interpretive nature of translation itself. They point to the need for more robust frameworks, shared terminologies, and ongoing professional dialogue about how we teach, assess, and support the development of translation competence in ELT contexts.

Beyond the Lexicon: The Persistent Challenge of Over-Reliance on Word-for-Word Translation - Hindering Fluency and Naturalness

A striking pattern observed across the translation tasks completed by the student-teachers was their frequent reliance on word-for-word translation strategies, a phenomenon that continues to pose a persistent challenge in the development of translational competence. While a direct, one-to-one mapping between source and target language lexical items may yield passable results in certain technical or concrete contexts—especially with cognates or universally shared terminology—it frequently leads to awkward, unidiomatic, and occasionally incomprehensible renderings when the target text demands nuance, cohesion, and stylistic naturalness.

This tendency aligns with what Newmark (1988) terms "literal translation," often used by novice translators who have yet to master the art of balancing fidelity and fluency. Although such strategies may serve as a transitional phase in the development

of translation competence (Pym, 2010), their continued dominance at an advanced level signals pedagogical gaps that warrant focused intervention.

Several underlying causes likely contribute to this literalist inclination. For one, many students appear to lack exposure to idiomatic expressions, fixed collocations, and culture-specific references that require flexible rendering rather than lexical substitution. Moreover, students may be unaware of the pragmatic shifts required when transitioning between English and Turkish, two languages that differ significantly in syntactic structure, verb framing, and discourse conventions (González Davies, 2004). Compounding this is a possible lack of confidence in productive Turkish, particularly among those who have become more accustomed to academic English environments, leading to cautious, source-text-bound constructions that prioritize surface alignment over communicative clarity.

The effects of such over-reliance are not merely stylistic. Literal translations often result in syntactic rigidity, semantic distortion, or loss of intended nuance, particularly when complex grammatical constructions, idioms, or figurative language are involved. For example, literal renderings of English phrasal verbs or metaphorical idioms in Turkish frequently produced either incoherent expressions or unintended tonal shifts. These inadequacies diminish the communicative impact and target language authenticity of the translated text, undermining its efficacy and readability for Turkish-speaking audiences.

This issue carries added weight within the context of language teacher education. Future ELT professionals must not only understand linguistic equivalence theoretically but also model the natural and idiomatic use of both languages in practice. A persistent reliance on literal translation strategies, left unaddressed, risks reinforcing inauthentic language use in learners and constraining the teacher’s ability to effectively explain cross-linguistic phenomena, whether grammatical, lexical, or stylistic (Cook, 2010).

Addressing this challenge calls for a pedagogical recalibration. First and foremost, translation instruction should move beyond lexis and accuracy and embrace idiomaticity, register awareness, and audience-oriented adaptation. Educators should incorporate translation theory frameworks such as Vinay and Darbelnet’s model (1958/1995), emphasizing procedures like *modulation*, *transposition*, and *adaptation* to broaden students' strategic repertoire. These methods can help student-teachers become more comfortable departing from surface structures when necessary to preserve meaning, tone, and function.

Secondly, students should engage regularly with parallel texts—originals and their professionally translated counterparts—to study how seasoned translators navigate linguistic and cultural asymmetries. Such comparative analyses develop what Kiraly (2000) calls "translator competence"—the ability to reflect critically and creatively on translational decisions rather than mechanically replace words.

Moreover, translation assignments should foreground discourse-level and functional goals, prompting students to consider questions such as: *What is the communicative intent of this sentence? Who is the target audience? What tone is appropriate here?* These reflective prompts can shift the focus from fidelity alone to communicative effectiveness, a key tenet of functionalist approaches to translation (Nord, 1997).

Instructor feedback should also evolve. Rather than exclusively correcting lexical or grammatical errors, highlighting awkward phrasing or non-native syntactic constructions and discussing why they fail in the target language can guide students toward more intuitive and idiomatic use. Peer feedback and collaborative editing sessions may further empower learners to internalize and reproduce natural Turkish constructions without dependence on the English source text.

In sum, overcoming the tendency toward literalism in translation is not simply a matter of vocabulary enrichment—it requires cultivating flexible, audience-sensitive, and contextually appropriate translational strategies. For student-teachers, this transformation is especially crucial: they must not only translate words but also mediate between languages, cultures, and communicative goals. By fostering a more nuanced, discourse-aware, and strategically flexible approach, ELT programs can help develop professionals who are not only linguistically proficient but also confident cross-linguistic communicators capable of facilitating authentic and effective language learning.

Institutional Disparities: Exploring Subtle Influences on Translation Competency - A Call for Comparative Analysis

While the present study did not uncover stark or statistically dramatic disparities in translation performance between student-teachers from Çukurova and Mersin Universities, the presence of subtle yet consistent variations signals the possibility that institutional contexts exert a meaningful—albeit nuanced—influence on students' translation development. These variations, though quantitatively modest, hold important implications for the design and delivery of translation instruction in English Language

Teacher Education (ELTE) programs and invite a closer examination of institution-specific pedagogical and curricular ecosystems.

This emergent disparity prompts reflection on meso-level educational factors—those situated between macro-level policy frameworks and micro-level classroom practices—which may shape student outcomes in less overt but consequential ways (Edwards, 2019). These include institutional policies regarding curricular emphases, faculty expertise, instructional resources, and pedagogical culture. Understanding such contextual influences is essential not only for explaining observed outcomes but also for promoting pedagogical equity and instructional excellence across institutions.

Curricular design represents a likely factor contributing to this divergence. One institution may allocate more sustained time and attention to translation theory and practice, embedding translation across multiple courses, while the other may treat it as a discrete or peripheral skill. The sequencing of translation exposure, such as whether students engage with translation tasks from early in the program or only in advanced stages, can influence the accumulation of strategic competence and metacognitive awareness (González Davies, 2004). Furthermore, variability in assessment approaches—whether translation tasks are evaluated summatively or used as developmental learning opportunities—may affect the degree to which students internalize feedback and refine their performance.

Instructor agency and pedagogical orientation are also salient variables. Differences in instructional style, feedback practices, and the extent to which instructors draw on translation studies literature (e.g., Newmark, 1988; Ragin, 1987) can profoundly influence learners' conceptualization of translation as a linguistic, cultural, and communicative act. For example, one instructor may foreground stylistic fidelity and cultural adaptation, while another may prioritize grammatical precision and literal transfer. These orientations may stem from instructors' academic backgrounds, teaching philosophies, or exposure to current translation pedagogies (Kiraly, 2000).

Another key factor is institutional access to translation-related resources and infrastructure. The availability of digital corpora, specialized dictionaries, translation memory software, and opportunities for authentic practice—such as partnerships with NGOs or professional translation agencies—may significantly enrich the translation learning experience (Bowker & Ciro, 2015). Such access may be more robust at one institution due to better funding, program specialization, or faculty engagement in translation research projects.

Although the observed differences were not statistically significant at a macro level, their consistency across tasks and modalities suggests the presence of meaningful underlying patterns. Future research would benefit from deploying qualitative methodologies, such as instructor interviews, focus groups with students, and ethnographic classroom observation, to trace how translation is framed, taught, and operationalized within each institutional setting. Document analysis of course syllabi, translation rubrics, and instructional materials could also yield insights into the implicit values and assumptions underpinning translation instruction at each university.

Moreover, comparative intervention studies—where specific pedagogical innovations are trialed at one institution and measured for impact—could help isolate high-impact practices. These might include genre-based translation workshops, peer-editing models, or reflective translation portfolios (Campbell, 1998). Identifying which of these initiatives contributes most meaningfully to gains in fluency, accuracy, and strategic flexibility would be of substantial value for curriculum development.

Recognizing and critically evaluating institutional disparities is essential for fostering pedagogical coherence and inter-institutional collaboration. Sharing insights and best practices across English Language Teacher Education (ELTE) departments can mitigate disparities in student preparedness and enhance the overall quality and consistency of translation instruction.

As Piletic (2019) notes, translation in language teaching has often been marginalized due to conceptual and terminological inconsistencies despite its cognitive and pedagogical potential. Addressing these disparities offers a concrete pathway for reintegrating translation into language education. The minor yet perceptible differences captured in this study thus provide more than a passing observation—they offer a point of departure for a systematic comparative inquiry aimed at educational innovation and quality assurance in language teacher preparation.

Potential Influence of Topic Difficulty: Unraveling the Impact of Genre and Complexity - Towards Genre-Specific Training

The marked dip in performance on the English-to-Turkish translation task—specifically involving a scientific article—raises an important pedagogical and cognitive consideration: genre and textual complexity exert a tangible influence on translation outcomes. This finding affirms that translation competence is not a static or uniform skill but a genre-sensitive construct shaped by the textual, linguistic, and cognitive demands

embedded within different types of discourse. Scientific discourse, characterized by dense informational content, abstract terminology, and syntactic complexity, presents translators with challenges that extend beyond basic linguistic equivalence.

The presence of technical vocabulary, nominalizations, passive voice constructions, and multiclause sentence structures increases the cognitive load, particularly for novice translators who may not yet possess the disciplinary familiarity or strategic toolkit to navigate such texts effectively (Lowe, 1987). Unlike narrative or expository genres, which may allow for more stylistic flexibility or intuitive rendering, scientific writing adheres to formal, objective, and impersonal registers, demanding precision and terminological accuracy in both source and target languages.

The findings from this task suggest that while ELT students may exhibit general translation competence, their genre-specific performance varies significantly—especially when confronted with academic or technical texts. This disparity indicates a potential gap in curricular design, where translation training may remain too narrowly focused on general language transfer without accounting for the rhetorical and stylistic intricacies of specialized genres (Trosborg, 1997).

Such a gap holds important implications for both language teacher education and future professional practice. ELT graduates are likely to encounter academic texts in contexts such as material adaptation, scholarly communication, or curriculum design. Moreover, they may be expected to guide students through genre-based writing or interpret educational research, making it essential that they are equipped to mediate meaning across genre boundaries.

To address this shortcoming, ELT programs should expand the scope of translation pedagogy to include systematic, genre-based instruction. This includes:

- Explicit training in academic and technical translation, introducing students to the lexical, syntactic, and discourse conventions of genres such as research abstracts, scientific reports, institutional documents, and instructional materials.
- Analysis of parallel texts, enabling learners to compare how similar concepts are rendered across English and Turkish in professionally translated academic materials.
- Targeted practice in translating genre-specific segments, such as data commentary, method descriptions, or argumentative abstracts, with feedback

focused on register appropriateness, cohesion devices, and terminological consistency.

Such genre-aware translation training can also support higher-order metalinguistic awareness, encouraging student-teachers to reflect not only on how texts function linguistically but also on how communicative intent, audience expectation, and disciplinary norms shape textual choices (Swales & Swales, 1990; Hyland, 2000). This critical reflection fosters a more adaptive and informed approach to translation, bridging the gap between mechanical language conversion and meaningful discourse mediation.

Assessment practices must also evolve to account for genre complexity. Including diverse genres in translation evaluation—particularly those requiring disciplinary knowledge and stylistic alignment—provides a more comprehensive measure of translational competence. Providing genre-specific feedback helps students identify patterns of error and develop genre-sensitive strategies rather than defaulting to generalized or literalist approaches.

In sum, the lower student performance on the scientific article translation task signals not a deficiency in overall language ability but a developmental need for more nuanced, genre-informed translation instruction. By foregrounding genre as a pedagogical construct, ELT programs can better prepare future educators to operate confidently across the multifaceted landscape of educational and academic discourse. The integration of genre-based translation pedagogy not only enhances linguistic competence but also reinforces the central goal of ELT: to foster communicatively agile, context-aware, and pedagogically reflective language professionals.

Practical Constraints on Data Collection: Acknowledging Limitations and Informing Future Research - Shaping the Landscape of Inquiry

In any empirical investigation, the contextual realities of the research setting inevitably shape both the scope and the interpretability of the findings. The present study, while enriched by its focus on a specific and relevant population—fourth-year ELT student-teachers from Çukurova and Mersin Universities—was conducted within the naturalistic yet constrained environment of classroom-based instruction. These practical limitations, though not diminishing the value of the insights gained, must be critically acknowledged in order to maintain methodological transparency and to meaningfully inform the design of future inquiries.

One of the most salient constraints relates to the artificiality of the testing environment. While utilizing existing class time for translation tasks ensured accessibility and logistical feasibility, it may have inadvertently introduced performance pressures not typically present in more organic translation contexts. Students, aware of their participation in a research study, may have modified their behavior due to the evaluative nature of the setting—a phenomenon known as the Hawthorne effect (Adair, 1984; Brown, 2020). Furthermore, the limited timeframe allocated to complete each task (approximately one class hour) likely curtailed opportunities for deep engagement, including recursive editing, strategic problem-solving, or the use of auxiliary resources such as translation software or specialized glossaries.

This time-bound structure also posed limitations on the complexity and diversity of translation tasks that could be included. Certain aspects of professional translation competence—such as collaborative negotiation of meaning, iterative client feedback integration, or engagement with multimodal texts—were beyond the practical reach of this study. As a result, what was assessed may reflect more of the students' exam-like performance under constraint rather than their full range of translational potential in real-world conditions.

Moreover, the demographic homogeneity of the participant group, while advantageous for maintaining focus and consistency in comparative analysis, also constrains the generalizability of the findings. Participants were drawn exclusively from two Turkish public universities within the same academic year and disciplinary field. As such, caution must be exercised in extending these results to ELT programs with differing curricular structures, language policies, or student populations. A more diversified sample—including students from private institutions, other regions, or translation-specific departments—would enrich the external validity of future research.

These limitations, however, should be understood not as weaknesses but as starting points for further exploration. Future studies may benefit from adopting ecologically valid research contexts, such as translation internships, simulation-based tasks, or authentic collaborative translation scenarios. Longitudinal studies that track the evolution of translation competence over time or in response to specific pedagogical interventions could offer more granular insights into developmental trajectories. Similarly, mixed-methods approach, integrating textual analysis with reflective interviews, think-aloud protocols, or digital screen capture data, could provide a more holistic account of both process and product in student translation.

It would also be instructive to expand the range of textual genres and translation tools employed. The increasing role of technology-assisted translation (TAT) in both education and industry warrants exploration of how ELT students interact with digital translation platforms and how such tools influence decision-making, error patterns, and learning outcomes. Research could also delve into how students negotiate the tension between speed and quality, particularly when under the dual pressures of time constraints and high task complexity.

Ultimately, acknowledging the methodological limitations of this study aligns with best practices in empirical research and supports a culture of reflexivity and continuous improvement in applied linguistics and teacher education. The insights garnered from this classroom-based investigation, though bounded by practical constraints, provide a constructive foundation for more expansive, diversified, and context-sensitive inquiries into the translation competencies of future language educators. As the field continues to evolve, integrating insights from both practice-oriented and theoretically grounded research will be key to enhancing the effectiveness of translation training within ELT curricula.

Pedagogical Implications of Findings: Charting a Course for Enhanced Institutional Support - A Call to Action

The collective challenges that surfaced through this study—ranging from unexpectedly low translation performance to inconsistent assessment practices and uneven strategic awareness—signal a pressing need for a systematic recalibration of how translation is framed, taught, and assessed within English Language Teaching (ELT) programs. These findings underscore a vital truth: translation is not an ancillary linguistic activity but a core component of professional preparedness in language education, and as such, it deserves institutional recognition and pedagogical prioritization.

At the heart of these implications lies the necessity for a more structured and explicitly scaffolded integration of translation into the ELT curriculum. Rather than treating translation as a marginal or remedial practice, it should be reframed as a dynamic pedagogical tool that simultaneously develops language proficiency, intercultural competence, and metalinguistic awareness (Cook, 2010; Laviosa, 2014). This requires embedding translation training throughout the program, beginning with foundational strategy instruction and extending into advanced, context-sensitive applications. Dedicated courses focusing on translation theory and methodology, alongside the

inclusion of translation-based activities in grammar, vocabulary, writing, and reading instruction, would provide a coherent framework for skill development.

Moreover, the data indicate the need to diversify the genres and complexity levels of translation tasks assigned to students. The struggle with the scientific text in this study suggests that limited exposure to formal or specialized discourse may hinder students' ability to perform effectively in real-world contexts where such texts are common. Including translation exercises that span a spectrum of genres—literary, journalistic, academic, and technical—can cultivate the flexibility required of professional translators and language educators alike. Genre-sensitive instruction, supported by contrastive analysis and parallel text examination, can help students internalize the rhetorical and stylistic expectations unique to each discourse type (Hatim & Mason, 1997).

The observed variability in assessment criteria among raters further supports the case for implementing standardized, transparent, and theoretically grounded assessment rubrics. Translation evaluation should account not only for surface-level accuracy but also for idiomatic expression, communicative intent, and genre appropriateness. Employing well-defined descriptors, paired with consistent rater training and calibration sessions, can improve inter-rater reliability and ensure that students receive actionable, equitable feedback (Waddington, 2001). Involving students in the assessment process through self-evaluation and peer review could also foster metacognitive engagement with their own translational choices.

Another persistent issue—the overuse of literal translation—highlights the need to move beyond word-level equivalence and to nurture a broader repertoire of techniques such as modulation, transposition, adaptation, and equivalence (Newmark, 1988; Vinay & Darbelnet, 1958). Explicit instruction in these strategies, reinforced by reflection and real-time translation exercises, can guide students toward more fluent and culturally sensitive renderings. Encouraging them to focus on conveying the pragmatic and stylistic integrity of the source text rather than preserving its structure at the expense of readability is vital for producing competent translators and communicators.

Similarly, the study reveals a lack of consistent strategic awareness among students, particularly in their use of tools and methods for tackling translation problems. While intuition and familiarity play a role in any linguistic endeavor, the professional translator's toolkit must include analytical rigor, familiarity with theoretical principles, and a strategic understanding of when to deploy various techniques. ELT programs would do well to incorporate explicit training in translation decision-making, emphasizing

critical thinking, audience awareness, and the ethical use of digital translation technologies (Whyatt, 2009). Reflective translation journals, strategy mapping, and group translation critiques can all serve as pedagogical vehicles for this development.

Furthermore, the institutional disparities observed in performance outcomes invite a broader conversation about how curricular design, instructor expertise, and resource availability may contribute to the cultivation (or inhibition) of translation competence. A cross-institutional dialogue aimed at identifying successful pedagogical models—such as programs with vertically integrated translation instruction or those that incorporate real-world translation projects into coursework—could promote knowledge exchange and curricular harmonization across ELT departments.

Ultimately, the pedagogical implications of this study coalesce around a clear call to action: translation must be re-centered within the landscape of ELT teacher education. This involves not only curriculum redesign but also a cultural shift in how translation is perceived—not as a vestige of outdated methods but as a pedagogically rich, cognitively demanding, and professionally essential competence. Institutions, instructors, and curriculum developers alike bear a shared responsibility to ensure that student-teachers graduate not only as proficient English speakers but also as confident, reflective, and versatile mediators of meaning across languages and cultures.

By embedding translation in meaningful, intentional, and theoretically informed ways, ELT programs can help cultivate a generation of educators who are equipped to navigate the complexities of multilingual classrooms and to empower their learners through informed cross-linguistic insight. As the global landscape of language education continues to evolve, so too must our pedagogical strategies—placing translation not on the periphery but at the center of our efforts to prepare teachers for a world that demands linguistic agility and intercultural fluency.

5.5. Triangulating Quantitative and Qualitative Insights: Towards a Holistic Understanding of Translation in ELT (look at this further – thesis update)

One of the defining strengths of this study lies in its methodological pluralism, which facilitated the triangulation of quantitative survey data with qualitative evidence drawn from translation tasks and reflective commentary. This integrated approach not only enhanced the credibility of the findings but also enabled a richer, more nuanced understanding of how pre-service ELT teachers engage with translation—both conceptually and in practice. In line with Dörnyei's (2007) advocacy for mixed-methods

research in applied linguistics, the convergence and divergence between the two data strands revealed pedagogically significant patterns that would likely have remained obscured through a single-method approach.

The quantitative survey results—collected through a 5-point Likert scale—indicated a generally positive perception of translation among participants. A substantial proportion of student-teachers agreed that translation supports vocabulary acquisition, facilitates grammatical awareness, and aids comprehension. These findings resonate with the metalinguistic and cognitive benefits of translation discussed in the work of Carreres (2006) and Cook (2010), reinforcing the argument that translation serves not only as a linguistic exercise but also as a tool for developing language awareness.

This positive orientation was particularly evident among respondents from Çukurova University, where stronger agreement rates were observed on items related to grammar noticing and language comparison. Such self-reported trends suggest that students recognize the pedagogical potential of translation—particularly as a scaffolding tool during language acquisition.

The qualitative findings, derived from students' completed translation tasks, offered important corroboration of these survey-based insights. In many instances, students' written translations reflected a conscious effort to negotiate grammatical concord, navigate register shifts, and adapt syntactic structures appropriately. These textual choices demonstrated that participants were not merely parroting the conceptual value of translation but were actively attempting to apply pedagogical insights in practice. This finding affirms González-Davies' (2004) emphasis on learner reflection and process-based translation instruction, where learners begin to internalize and operationalize key linguistic principles.

However, areas of disjunction between perception and performance also emerged—particularly in relation to communicative fluency and the directionality of translation. While a majority of students agreed that translation supports communicative competence, this belief was not consistently borne out in their actual output. Translations often displayed literalism, lexical awkwardness, or syntactic infelicities, especially in English-to-Turkish tasks. These discrepancies echo Laviosa's (2014) assertion that a theoretical appreciation for translation does not automatically translate into productive proficiency without sustained, guided practice.

Such findings are further complicated by students' self-perception of difficulty, which also revealed inconsistencies between what they believed and what they produced.

For instance, survey responses indicated that most students perceived a relatively balanced difficulty level between Turkish–English and English–Turkish translations. Yet, their textual performance—particularly the frequent breakdowns in idiomaticity and register-appropriateness in English-to-Turkish scientific texts—suggests that L2→L1 translation presents more interpretive and stylistic challenges than students anticipated. This observation aligns with Pym's (2010) caution against overreliance on learner intuition in translation pedagogy and affirms the need for more reflective and data-driven approaches to curriculum design.

Furthermore, affective dimensions, often flattened in quantitative scales, came to the fore in the qualitative data. Students' annotations on drafts (e.g., "too literal?", "unsure of register") and reflective journal entries revealed instances of confusion, anxiety, or hesitation—particularly when engaging with formal academic language or unfamiliar lexis. These emotions, while difficult to quantify, are pedagogically significant. They signal the emotional and interpretive labor involved in translation, an aspect noted by Mueller & Baniya (2024), and further underscore the importance of cultivating translation resilience and confidence through low-stakes, reflective practice.

In addition, the qualitative materials provided evidence of strategic thinking that was not directly captured by the survey. While students reported frequent use of translation in their learning, their actual task-based behaviors—such as flagging uncertainty, paraphrasing complex segments, or querying the communicative function of a phrase—revealed varying degrees of metacognitive engagement. These behaviors suggest that even when formal training is limited, some learners develop emerging forms of translation literacy through experiential trial and error. Structured pedagogical guidance could, therefore, play a vital role in converting these instinctive behaviors into deliberate, theory-informed strategies.

The synthesis of data also illuminated the institutional dimension of students' translation engagement. While both institutions shared broad patterns in perception and performance, students from Çukurova University generally exhibited a stronger alignment between their stated beliefs and demonstrated competence. This could be indicative of curricular or instructional differences in how translation is approached—further validating the need for comparative, institutionally contextualized research in ELT translation pedagogy (Aktekin & Gliniecki, 2015).

Ultimately, this triangulated analysis reinforces the conclusion that translation in ELT is a multidimensional phenomenon shaped not only by individual aptitude and

language knowledge but also by institutional scaffolding, affective disposition, and strategic awareness. The alignment between the two data streams lends credibility to the observed trends, while the gaps between self-perception and performance underscore the need for more structured, reflective translation instruction across ELT programs.

In conclusion, the integration of quantitative diagnostics and qualitative interpretation has provided a comprehensive understanding of how future English teachers perceive, apply, and grapple with translation in their pedagogical practices. These insights should not be viewed in isolation but as indicators pointing toward specific curricular interventions, such as the incorporation of genre-based training, strategy-focused instruction, and enhanced assessment methodologies.

Research by Lee (2012) emphasizes the effectiveness of genre-based teaching in improving students' writing skills and understanding of textual structures, suggesting its potential applicability in translation instruction. Furthermore, Hashim (2021) underscores the value of critically examining both traditional and modern approaches within language education, highlighting how this comparative perspective allows educators to better understand the pedagogical strengths and limitations of each method. By thoughtfully integrating contemporary strategies—such as communicative tasks, learner-centered activities, and technology-enhanced instruction—into established teaching practices, instructors can create more dynamic, responsive, and effective learning environments.

This synthesis not only modernizes instructional delivery but also empowers learners by aligning teaching with their evolving needs, preferences, and cognitive styles, ultimately contributing to more meaningful and sustainable language acquisition outcomes. These studies underscore that the development of translation competence in language teachers is not an automatic process; rather, it necessitates deliberate cultivation through reflective practice, diverse instructional inputs, and sustained pedagogical focus.

5.6. Summary and Transition to Conclusion

This chapter has undertaken a comprehensive and multifaceted analysis of the qualitative and quantitative findings derived from the translation performances of fourth-year ELT student-teachers, with a particular emphasis on their translation competencies, perceived challenges, and the wider pedagogical implications stemming from their experiences. Through an integrative approach that combined textual analysis with student reflections, the chapter has revealed significant thematic patterns that offer deeper insight

into the pedagogical positioning of translation within English Language Teaching (ELT), especially in the context of Turkish higher education. By comparing the performances of students from Çukurova and Mersin Universities, the study unearthed both commonalities and subtle divergences that underscore the role of institutional context in shaping translation competence and instructional experience.

Despite being enrolled in parallel teacher education programs, participants from both institutions demonstrated similar patterns of difficulty, particularly in areas such as lexical accuracy, idiomaticity, pragmatic equivalence, and contextual adaptation. These recurring issues were especially pronounced in English-to-Turkish translation tasks, where students struggled to convey tone, register, and syntactic nuance with precision. This performance asymmetry aligns with earlier observations in translation studies (e.g., Pavlovic, 2007a) regarding directionality effects, and it brings into sharper focus the urgent need for more robust, strategically designed translation instruction within ELT curricula. The findings reinforce the argument that language teacher education programs must move beyond incidental or examination-oriented approaches to translation, embracing instead a pedagogically scaffolded model that foregrounds both cognitive and communicative dimensions of interlingual transfer.

Furthermore, the study illuminated critical pedagogical gaps that warrant urgent attention. While both cohorts exhibited a commendable awareness of structural parallels between English and Turkish, their translations frequently faltered at the discourse level—manifesting in inconsistencies of tone, cohesion, and stylistic fluency. These shortcomings, consistently flagged by all three independent raters, suggest that current pedagogical approaches may still be overly focused on lexical or syntactic equivalence at the expense of functional and pragmatic fidelity. As such, the chapter argues for a reconceptualization of translation instruction—one that embraces genre sensitivity, register awareness, and critical reflection as core components of training. In particular, the observed difficulties with academic and scientific texts highlight a significant gap in learners' exposure to specialized discourse types, raising questions about how well ELT programs are preparing future educators to navigate the varied linguistic landscapes of professional teaching practice.

At the institutional level, subtle variations in student performance pointed toward the influence of localized curricular structures and teaching philosophies. While major disparities were not observed, students from Çukurova University demonstrated a modest edge in translation consistency and strategic awareness—suggesting that institutional

emphasis, course design, and teacher expectations play a critical role in shaping learner outcomes. These findings provide important support for calls within the literature (e.g., Pym, 2010; González-Davies, 2004) to develop more standardized yet contextually responsive approaches to translation pedagogy across language teacher education programs. Ensuring equitable access to high-quality translation instruction across institutions is not only a matter of academic parity but also a necessary step in cultivating confident, competent, and multilingual educators.

Another salient theme that emerged from this discussion concerns the role of translation as a reflective and metacognitive practice. Student-teachers frequently reported uncertainty regarding their strategic choices, their dependency on external aids such as dictionaries or machine translation tools, and their confidence in linguistic decision-making. These reflections underscore the pedagogical value of making translation strategies explicit and visible in the classroom. Rather than treating translation as a technical or mechanistic task, the study positions it as a rich site of cognitive engagement—one that, if properly structured, can foster deeper linguistic insight, critical thinking, and pedagogical creativity. The inclusion of activities such as guided translation workshops, collaborative peer editing, and comparative text analysis could serve to enrich the student-teacher experience and promote a more nuanced understanding of how language functions across cultural and communicative contexts.

However, the chapter also recognizes several challenges and unexpected patterns that invite further inquiry. One notable issue was the subjectivity of translation assessment, as evidenced by the moderate variation in scoring among raters. This highlights the inherent complexity of evaluating translation quality, particularly when stylistic and functional dimensions are involved. Additionally, the predominance of literal or overly cautious translation strategies among students suggests a need for greater instructional emphasis on adaptive and context-sensitive transfer skills. The difficulty students face in translating academic texts—particularly from English into Turkish—further exposes a pedagogical blind spot in the current ELT curriculum, pointing to the necessity of more explicit training in domain-specific translation.

Yet amid these challenges, the study also surfaces encouraging signs of student teachers' emerging strengths. Many participants demonstrated an intuitive grasp of meaning negotiation, structural equivalence, and culturally appropriate expression—indicating a latent set of skills that, with further guidance and practice, could be honed into powerful pedagogical tools. These foundational competencies, even when

inconsistently applied, suggest that student-teachers possess the cognitive readiness to engage with translation not merely as learners but as future educators capable of integrating it meaningfully into their instructional repertoire. If cultivated through structured, reflective, and praxis-oriented pedagogical models, these abilities could significantly enhance both the language proficiency and teaching effectiveness of ELT graduates.

Taken together, the findings discussed in this chapter bear considerable implications for the design, delivery, and future orientation of ELT programs. They call for a renewed commitment to positioning translation not as an ancillary skill but as a central and versatile element of language teacher education—one that supports bilingual competence fosters metalinguistic insight, and enriches classroom instruction. The disparities observed between translation directions, the inconsistencies in institutional exposure, and the varied levels of metacognitive awareness all suggest that the integration of translation into ELT curricula must be intentional, reflective, and evidence-driven.

As this analytical journey comes to a close, the next and final chapter of this study will offer a synthesis of its principal contributions, limitations, and pedagogical implications. Chapter 6 will draw together the theoretical frameworks, empirical findings, and interpretive insights explored throughout the study, providing a coherent and forward-looking account of what has been learned. It will also critically reflect on the study's boundaries—acknowledging methodological constraints and the challenges of generalizability—while suggesting directions for future research that can further deepen our understanding of translation pedagogy in ELT. Ultimately, this concluding chapter seeks to not only summarize the contributions of the current study but also to position it within the evolving scholarly discourse surrounding multilingual education, teacher development, and the transformative potential of translation in language pedagogy.

CHAPTER VI

CONCLUSION

6.1. Conclusion to the Study

This study has investigated the multifaceted role of translation in English Language Teaching (ELT) pedagogy, with a particular focus on the translation beliefs, competencies, and practices of fourth-year ELT student-teachers at Çukurova and Mersin Universities. By employing a mixed-methods approach that combined quantitative performance analysis with qualitative feedback from expert raters and student reflections, the study has revealed a number of important findings. These findings illuminate both the pedagogical value and the instructional challenges associated with integrating translation into ELT teacher education programs.

Among the most prominent results is the recognition that translation remains a cognitively and pedagogically rich activity, offering student-teachers opportunities to engage with language at multiple levels—from semantics and syntax to pragmatics and discourse structure (Carreres, 2006; Cook, 2010). However, despite an overall appreciation for translation as a learning tool, participants frequently struggled with issues such as lexical precision, idiomatic usage, and context-sensitive adaptation—especially when translating from English into Turkish, particularly in more formal or scientific genres. This asymmetry in performance echoes previous research suggesting that L2-to-L1 translation often presents greater cognitive demands due to challenges in source-text interpretation and stylistic naturalization (Hatim & Mason, 1997; Pym, 2018).

Another salient conclusion of this study lies in the observed gap between the practical use of translation and the theoretical or pedagogical training students receive. While most student-teachers exhibited basic skills in meaning transfer and structural equivalence, their lack of training in discourse-level strategies, register sensitivity, and error analysis points to a significant pedagogical shortcoming in current ELT curricula. This supports the argument of scholars such as Laviosa (2014) and Witte, Harden, and Ramos de Oliveira Harden (2009), who have advocated for a more systematic integration of translation into language teacher education—particularly as a means of fostering metalinguistic awareness and cross-linguistic reflection.

Moreover, the variability in performance outcomes across institutions, though not pronounced, suggests that certain program-specific elements—such as the amount of attention given to translation in coursework, instructor expectations, and overall curricular structure—can subtly influence student results. For instance, students from Çukurova University appeared to exhibit slightly greater consistency in their work, which may reflect a more focused instructional approach or a supportive feedback culture within that particular setting. These observations point to the broader need for more cohesive and standardized approaches to translation instruction in ELT programs, ensuring that all student-teachers, regardless of institution, receive equitable opportunities to develop and refine their translation skills.

The evaluation data gathered from expert raters was particularly illuminating. Although discrepancies in scoring criteria and evaluation emphasis underscored the inherently subjective nature of translation assessment (Seden & Svaricek, 2018), the raters consistently identified both weaknesses and emerging strengths in student work. Recurring issues included unnatural collocations, awkward syntax, and inconsistent use of formal register. However, they also noted encouraging indicators, such as students' ability to preserve meaning across languages, use idiomatic structures appropriately in certain contexts, and demonstrate an intuitive grasp of syntactic transfer. These observations suggest that with more focused instruction, scaffolding, and guided feedback, student-teachers could develop these foundational skills into robust pedagogical competencies.

In a broader pedagogical context, the study reaffirms the potential of translation to serve as a metacognitive and reflective practice in teacher education. Translation not only enhances linguistic proficiency but also cultivates critical thinking, comparative analysis, and cultural sensitivity—skills that are invaluable in multilingual classrooms (Leonardi, 2010; Colina, 2003). As the field of ELT increasingly emphasizes communicative competence and intercultural understanding, the role of translation—as both a linguistic bridge and a pedagogical scaffold—should be re-evaluated and more consciously embedded within teacher training curricula. Translation, in this sense, should not be treated as a peripheral or remedial activity but rather as an integral component of a holistic teacher education framework that prepares student-teachers for the linguistic, cultural, and cognitive complexities of real-world teaching.

Nonetheless, the study is not without limitations. The relatively small sample size and the focus on two regional universities limit the generalizability of the findings.

Furthermore, while the use of expert raters enhanced the depth of qualitative analysis, the subjective nature of translation assessment introduces potential inconsistencies that future research may seek to minimize through more structured rubrics and triangulated evaluation methods (Nord, 2005). Additionally, the scope of the translation tasks—centered primarily on academic and pedagogical texts—may not fully capture the range of translation challenges faced by teachers in more diverse classroom settings.

Despite these limitations, the study makes several meaningful contributions to the field. First, it provides empirical evidence for the pedagogical benefits and challenges of using translation in ELT, reinforcing the need for more comprehensive training in this area. Second, it highlights the nuanced relationship between translation performance and institutional context, suggesting that educational policy and curriculum design can meaningfully shape translation competencies. Third, by incorporating both qualitative and quantitative perspectives, the research offers a balanced and multi-dimensional view of how translation is perceived and practiced by future language teachers.

Looking ahead, future studies might explore the long-term impact of translation training on teaching practice, investigate how digital tools and machine translation affect student teachers' translation strategies or compare the effectiveness of different instructional models for translation pedagogy. Moreover, cross-national comparisons could enrich our understanding of how translation is integrated into teacher education in different linguistic and cultural settings, thereby contributing to a more globally informed curricular design.

In conclusion, this study affirms that translation is not merely a technical or ancillary skill but a dynamic and pedagogically potent component of ELT. When systematically integrated into teacher education, it has the potential to foster linguistic agility, intercultural sensitivity, and reflective practice—qualities that are indispensable for today’s language educators. It is argued that the insights provided by this research may contribute to ongoing discussions in the field and encourage ELT programs to reconsider and revitalize their approach to translation in teacher training.

6.2. Summary of the Study

This study set out to examine the translation competencies, beliefs, and classroom practices of fourth-year English Language Teaching (ELT) student-teachers, using a mixed-methods framework to gain a multifaceted understanding of how translation is approached within language teacher education. Drawing on data collected from 75

student-teachers at Çukurova and Mersin Universities, the research integrated quantitative survey results with qualitative analyses of translation tasks to explore how translation is perceived, implemented, and evaluated in ELT contexts.

The quantitative findings, derived from a structured Likert-scale questionnaire, revealed that the majority of participants acknowledged translation as a valuable pedagogical tool—particularly in supporting vocabulary acquisition, promoting cultural awareness, and aiding comprehension in the language classroom. These perspectives align with prior research that highlights the facilitative role of translation in second language acquisition and teacher development. For instance, Dagilienė (2012) emphasizes that translation activities can enhance vocabulary learning and cultural understanding, while Leonardi (2010) discusses the benefits of integrating translation into language teaching to develop linguistic competence. However, despite this recognition, responses also reflected uncertainty regarding the formal place of translation within the ELT curriculum and concerns about students' own readiness to apply it pedagogically. Statistical patterns, including significant associations uncovered through chi-square analyses, pointed to the influence of institutional context—suggesting that confidence in translation use may be shaped by local programmatic emphases and curricular exposure. This observation is supported by Garton and Graves (2014), who note that institutional policies and curricular frameworks may impact teachers' instructional choices and confidence levels in the future.

Complementing the survey results, the qualitative phase of the study analyzed student-generated translations in both Turkish-to-English and English-to-Turkish directions. These tasks were assessed by three expert raters, who evaluated them according to criteria such as lexical precision, syntactic coherence, idiomaticity, and contextual appropriateness. A bell-shaped distribution of performance emerged, with most students demonstrating moderate competence but struggling particularly with English-to-Turkish translation—a direction that appeared to demand a higher level of control over formal register and rhetorical nuance in Turkish. These difficulties are consistent with previous observations that bidirectional translation presents asymmetrical cognitive demands and often reveals discrepancies in students' proficiency across their two working languages (Colina, 2003; Newmark, 1991).

The evaluations also revealed inconsistencies in how different raters prioritized translation quality—some focusing more on grammatical fidelity, others emphasizing natural flow or contextual fit. This divergence underscores the inherent subjectivity of

translation assessment and reinforces the call within translation pedagogy for more transparent, multidimensional rubrics that balance linguistic accuracy with communicative intent (House, 2015; Reiss, 2000).

Although no statistically significant differences emerged between the two institutional cohorts in the quantitative results, qualitative observations suggested subtle differences in approach, possibly stemming from variations in coursework, instructional emphasis, or departmental philosophy. These findings highlight the impact of institutional context on students' translation development—a dynamic supported by earlier studies on curriculum design and translation competence (Witte, Harden & Ramos de Oliveira Harden, 2009).

The study also explored students' use of translation tools and support resources. Many participants reported relying heavily on bilingual dictionaries, online translators, and other digital aids. While such tools can enhance productivity and linguistic experimentation (Vauquois, 1968), their frequent use may also indicate a lack of confidence and insufficient training in translation strategies. This tendency points to a need for explicit instruction in reflective, principled translation practices—such as contrastive analysis, guided translation exercises, and collaborative feedback—that can foster greater metacognitive awareness and pedagogical readiness.

Taken together, the quantitative and qualitative findings reveal that while translation remains a widely used support mechanism among ELT student-teachers, its pedagogical potential is not being fully harnessed. The gap between informal use and formal instruction suggests that translation is often treated as an auxiliary activity rather than as an integral component of language teacher training. Yet, as literature increasingly suggests, translation can enhance learners' cross-linguistic awareness, reinforce form-meaning relationships, and serve as a powerful site for developing communicative and intercultural competence (Carreres, 2006; Laviosa, 2014).

The study thus emphasizes the need for a more coherent and intentional integration of translation into ELT programs—one that recognizes its multifaceted pedagogical value, offers structured opportunities for strategy development, and employs fair and consistent assessment practices. By reimagining translation not as a remedial fallback but as a reflective and generative practice, language teacher education can better prepare future educators for the complex, multilingual realities of contemporary classrooms.

6.3. Implications of the Study

The findings of this study shed light on several pivotal implications for ELT pedagogy, translation training, and teacher education, offering a compelling call for rethinking long-standing assumptions. Perhaps the most striking realization to emerge is the central, yet often underappreciated, role of translation within the fabric of language teaching. Despite the persistent and natural presence of translation in multilingual classrooms, it continues to be treated as an incidental, informal practice—rarely enjoying the structured pedagogical attention it deserves. Yet, as scholars like Cook (2010) and Laviosa (2014) have emphasized, translation possesses enormous potential for nurturing linguistic awareness, cognitive flexibility, and cross-linguistic competence among learners. The recurring difficulties observed in students' translations—ranging from struggles with lexical precision to challenges with idiomaticity and contextual sensitivity—signal a deeper pedagogical gap: future language teachers are being sent into classrooms without the necessary tools to wield translation strategically. Without targeted guidance and practice, they risk relegating translation to a crutch rather than harnessing it as a dynamic, empowering teaching strategy.

Equally revealing are the study's insights into the variability and subjectivity inherent in translation assessment practices. Throughout the evaluation process, raters demonstrated differing emphases—some privileging semantic accuracy, others valuing syntactic fluency or idiomatic expression. While such variation is to some extent inevitable in any complex communicative act, it underscores a critical vulnerability when left unaddressed: without transparent, standardized assessment frameworks, students may find themselves navigating a maze of inconsistent feedback, uncertain of how to systematically improve their skills (Colina, 2003). Clearer, research-informed rubrics that holistically account for elements such as fidelity, fluency, register, and creativity could transform assessment from a source of confusion into a meaningful driver of development. Moreover, by making assessment criteria explicit, ELT programs could help students internalize the multidimensional nature of effective translation, encouraging deeper reflection and refinement of their translational choices over time.

Beyond individual competencies, the findings also shine a spotlight on the broader institutional forces at play—particularly in how curricular design shapes translation competencies. Although the differences between Çukurova and Mersin University students were not stark, they were nonetheless perceptible, hinting at the ways in which program structures, instructor expectations, and exposure to translation tasks influence

learner outcomes. These observations resonate strongly with Pym's (2010) assertion that explicit translation training enhances learners' abilities to negotiate meaning across languages. Curricula that offer structured opportunities for students to engage in translation-based activities not only equip future teachers with practical skills but also promote richer cross-linguistic awareness—an asset of growing importance in increasingly multilingual educational contexts. Thus, ELT programs would do well to rethink how translation fits into their broader instructional ecosystems, moving beyond ad hoc inclusion toward intentional, scaffolded integration.

The study's findings also invite us to engage with broader theoretical questions about the place of translation within second language acquisition frameworks. Historically, mainstream ELT methodologies have often leaned heavily toward monolingual approaches, emphasizing immersion and minimizing reliance on the learners' first language. Yet, as Hall and Cook (2012) compellingly argue, the L1 should not be seen as an obstacle but rather as a cognitive and pedagogical resource. Intriguingly, the observation that many participants in this study found English-to-Turkish translations more challenging than the reverse suggests that factors such as academic register, L1 proficiency, and subject-matter familiarity play a decisive role in successful translation. This finding aligns with emerging research advocating for a more balanced approach, where monolingual and bilingual strategies are harmonized to support holistic language development (Ülkü, 2025). Embracing such a perspective would not only enrich learners' linguistic repertoires but also prepare them for the realities of teaching in linguistically diverse classrooms.

Moreover, the challenges students face in their translation work reflect broader issues within the architecture of teacher education itself. Many participants expressed feelings of uncertainty and a lack of confidence about employing translation as a strategic tool in their future classrooms. This mirrors earlier findings suggesting that many teacher education programs provide scant formal training on how to integrate translation into communicative language teaching (García & Li Wei, 2014). Such a gap is not merely an oversight; it represents a deeper, systemic tension within ELT—namely, the lingering influence of a monolingual bias that privileges the native-speaker model and sidelines bilingual realities. A commitment to adequately preparing future educators for the realities of increasingly multilingual classroom environments could necessitate a departure from these historically entrenched and conceptually limiting paradigms. Training models could then shift toward embracing learners' full linguistic repertoires as

vital resources for meaning-making, identity expression, and cognitive development. Recognizing and celebrating multilingualism arguably is no longer optional; it is an ethical and pedagogical imperative.

Finally, the implications of this study stretch into the realm of education policy and professional development. If translation is to take its rightful place as a valued pedagogical tool, systemic changes will be needed at multiple levels. Dedicated courses on translation pedagogy, practical workshops focused on cross-linguistic mediation, and the promotion of research-informed strategies for using translation in the classroom could all contribute to a more robust, future-ready model of ELT education. Policymakers, curriculum designers, and teacher educators should recognize that translation is not merely a stopgap measure or a fallback strategy—it is a rich, dynamic means of promoting deeper linguistic, cognitive, and intercultural competencies among learners. By embracing this broader vision, we can work toward building language education systems that are more inclusive, more effective, and more attuned to the complex, interconnected world in which today's teachers and learners live.

6.3.1. Integrating Translation Modules into ELT Methodology Courses

One of the most immediate and actionable pedagogical implications arising from this study is the need to integrate translation modules into core ELT methodology courses. The research findings revealed that although many pre-service teachers intuitively resort to translation in their own language learning and early teaching experiences, they often do so without a strong theoretical grounding or awareness of its pedagogical implications. As a result, translation is frequently perceived as a secondary or even questionable strategy—used when communicative techniques seem to fall short—rather than as a principled and strategic tool for supporting learning.

This perception is, in part, a consequence of how translation has traditionally been positioned within ELT curricula. For decades, the rise of communicative language teaching (CLT) and task-based learning (TBL) approaches led to a marginalization of translation in formal language pedagogy (Nunan, 1991; Thornbury, 2006). Translation was viewed as a relic of outdated grammar-translation methods, often dismissed for promoting rote memorization and L1 interference. However, a growing body of research in applied linguistics has challenged this narrative, advocating instead for a more balanced

and context-sensitive integration of translation in language education (e.g., Baker & Baker, 2011; Baker & Saldanha, 2009).

Embedding dedicated translation modules within ELT methodology courses represents a critical step in addressing this pedagogical blind spot. Such modules would offer future teachers a structured space to interrogate the role of translation within contemporary ELT paradigms and to consider its potential alignment with broader methodological principles. Translation does not inherently conflict with communicative teaching models. On the contrary, when implemented thoughtfully, it can reinforce communicative competence by encouraging learners to compare structures, analyze meaning across languages, and make form-function mappings explicit (Meddings & Thornbury, 2009; Illés, 2011).

The content of these translation modules could encompass a range of topics, beginning with foundational concepts such as equivalence, fidelity, and idiomaticity and progressing to more nuanced issues like genre awareness, register sensitivity, and cultural mediation. Sample activities might include comparative translation of classroom dialogues, peer-review of translated texts, guided reflection on L1 use in instruction, and the integration of translation tasks into lesson planning. Moreover, by incorporating these practices into methodology courses rather than relegating them to elective translation classes, institutions can normalize translation as a legitimate, even necessary, part of ELT pedagogy.

Another important dimension of this integration is its capacity to foster meta-pedagogical awareness among student-teachers. Translation tasks inherently demand high levels of cognitive engagement, requiring the translator to navigate meaning, context, audience, and form simultaneously. This aligns with key educational outcomes in teacher training programs, such as the development of metalinguistic knowledge, critical reflection, and pedagogical adaptability (European University of Lefke. (2024). *English Language Teaching Handbook*.). Through reflective exercises tied to translation—such as justifying lexical choices, explaining syntactic alterations, or analyzing translation errors—pre-service teachers can deepen their understanding of language systems and enhance their ability to scaffold learning for their own students.

In addition, incorporating translation into ELT training supports a more inclusive and multilingual view of the language classroom. Traditional monolingual ideologies, often implicit in English-only policies, tend to overlook the cognitive and cultural resources that learners bring with them through their L1s (Canagarajah, 2011).

Translation, when employed critically, enables teachers to draw on these resources productively, acknowledging learners' full linguistic repertoires. This shift also encourages student-teachers to see multilingualism not as a barrier to overcome but as a pedagogical asset to be leveraged—particularly in increasingly globalized and linguistically diverse educational contexts.

Equally important is the ethical dimension of translation in ELT instruction. Integrating translation modules into methodology courses gives future teachers the tools to consider when translation is pedagogically appropriate and when it may not be. For instance, using translation in a classroom with learners from multiple L1 backgrounds requires different considerations than in a monolingual setting. Similarly, the use of literal versus free translation, or the balance between L1 support and target language immersion, should be informed by learner needs, instructional goals, and classroom dynamics (Mutlu, 2004; Peverati, 2014). These are the kinds of reflective decisions that trained teachers must be able to make—and formal instruction in translation pedagogy can help prepare them to do so responsibly.

Finally, the integration of translation modules can contribute to curricular coherence within ELT programs. By aligning translation practices with principles from communicative, task-based, and content-based instruction, such modules help dispel false dichotomies between language use and language form, between fluency and accuracy, and between L1 reliance and L2 autonomy. Translation is not a crutch to be abandoned but a bridge that can support learners in developing linguistic agility, strategic competence, and intercultural insight (Artar, 2017; Van Compernolle, 2015).

In sum, embedding translation into ELT methodology courses not only responds to the empirical findings of this study but also aligns with broader shifts in language pedagogy that call for pluralistic, reflective, and inclusive teaching practices. By equipping future educators with the theoretical knowledge, practical tools, and critical awareness to engage with translation meaningfully, ELT programs can ensure that translation is no longer treated as an afterthought—but as a dynamic and integral component of teacher professional development.

6.3.2. Using Contrastive Translation Tasks to Enhance Intercultural Competence

The second major implication of this study involves the systematic integration of contrastive translation tasks into teacher education programs, specifically as a means of

enhancing pre-service teachers' intercultural competence. In today's increasingly globalized and linguistically diverse classrooms, language teachers must possess not only robust linguistic proficiency but also the cultural sensitivity and interpretive agility required to navigate varied sociocultural landscapes. While much of ELT methodology has traditionally emphasized grammatical accuracy, communicative fluency, and vocabulary acquisition, it is now widely acknowledged that these alone are insufficient. Teachers must also be equipped to interpret and mediate meaning across multiple dimensions—a skill that translation-based activities, particularly contrastive ones, are uniquely positioned to develop (Byram, 1997; Kramsch, 2009).

Contrastive translation tasks engage learners in an active process of cross-linguistic and cross-cultural comparison. These activities require students to translate texts between two languages—often from their L1 into the target language and vice versa—while reflecting on the broader cultural, pragmatic, and rhetorical dimensions of communication. Unlike conventional translation exercises that focus solely on accuracy or literal fidelity, contrastive tasks emphasize representational nuance, communicative intent, and intercultural equivalence. For example, students may be asked to translate a culturally loaded advertisement, a job interview script, or a classroom instruction guide, paying close attention to tone, formality, idiomaticity, and contextual appropriateness in both languages.

Through these exercises, pre-service teachers develop a heightened awareness of how meaning is not merely transferred but re-constructed within different linguistic and cultural frames. They begin to recognize that language use is deeply embedded in social contexts—that what is polite, humorous, persuasive, or even comprehensible in one language may carry different implications in another. This realization promotes not only cognitive flexibility but also intercultural empathy, enabling future educators to better understand and respond to the diverse communicative expectations of their students.

Research supports the value of contrastive translation in fostering these outcomes. Laviosa (2014) notes that translation encourages a type of "cognitive stretching," which cultivates learners' ability to hold multiple interpretive frameworks simultaneously. This stretching enhances critical thinking, encourages a more nuanced view of language, and supports the development of what Byram (1997) terms "intercultural communicative competence." Such competence includes the ability to interpret and relate, to critically evaluate cultural representations, and to interact with others across linguistic and cultural boundaries in informed and respectful ways.

In practical terms, contrastive translation tasks can be incorporated into ELT programs through a range of formats: side-by-side text analyses, collaborative translation workshops, peer review of culturally sensitive translations, and reflective journals that accompany translation work. Tasks might involve rephrasing culturally unfamiliar idioms, adjusting registers to suit a different audience, or modifying textual references to ensure accessibility for multilingual learners. Importantly, these activities should be scaffolded with metalinguistic and metacultural guidance—through discussion prompts, modeling, and feedback—to help student-teachers not only complete the tasks but also internalize the intercultural reasoning behind their decisions.

Moreover, these translation tasks align closely with broader educational goals related to global citizenship and critical pedagogy. As English becomes increasingly used as a lingua franca and as educational settings become more heterogeneous, the ability to critically engage with language and culture takes on new urgency. Translation exercises that foreground cultural mediation can help teacher candidates interrogate the assumptions embedded in teaching materials, classroom interactions, and language policies. For instance, students may be encouraged to examine how textbooks present cultural content or how standardized language tests handle cultural references and translation equivalence. This kind of critical literacy not only enhances pedagogical competence but also prepares teachers to advocate for more inclusive and culturally responsive teaching practices.

Furthermore, contrastive translation tasks can serve as a powerful antidote to linguistic essentialism—the idea that languages map neatly onto discrete, bounded cultures. In working with authentic texts across languages, students are often confronted with the messiness of intercultural communication: the grey areas, the compromises, the creativity involved in capturing tone and context. This process encourages them to move beyond stereotypes and simplistic cultural binaries toward a more flexible and pluralistic understanding of language use.

Finally, by embedding contrastive translation tasks into ELT curricula, teacher education programs can better prepare their students for the multifaceted realities of contemporary classrooms. Such tasks build interpretive confidence and help cultivate a professional stance that is attentive to difference, open to ambiguity, and committed to equitable communication. Rather than treating culture as a static body of facts to be learned, contrastive translation positions culture as dynamic, contested, and co-

constructed—a stance that is vital for any educator operating within multilingual or multicultural contexts.

In sum, the use of contrastive translation tasks represents not just a pedagogical technique but a transformative educational approach. It enables pre-service teachers to engage with language at the intersection of form and meaning, to question how messages travel across borders, and to recognize their own role as cultural mediators. By fostering these capacities, ELT programs can contribute to the development of educators who are not only linguistically competent but also interculturally intelligent, socially aware, and professionally resilient.

6.3.3. Offering Optional Translation Workshops Tailored for Pre-Service Teachers

A third key implication of this study involves the development and implementation of optional translation workshops specifically tailored for pre-service English language teachers. Unlike required coursework, these workshops would offer a flexible, low-stakes learning environment in which participants could explore translation as a pedagogical practice according to their own interests and needs. This voluntary format acknowledges the diversity of student backgrounds in translation exposure and avoids a one-size-fits-all approach—while still fostering professional growth among those motivated to expand their instructional toolkit.

The rationale for such workshops is twofold. First, findings from the present study—as well as related scholarship—suggest that many teacher candidates use translation informally but lack structured training or conceptual clarity regarding its strategic classroom applications (Liao, 2006; Cook, 2010). Second, translation as a skillset is often marginalized in formal ELT curricula, treated either as a peripheral technique or relegated to isolated grammar and vocabulary exercises. Optional workshops provide a valuable middle ground: they legitimize translation as a subject of serious pedagogical inquiry without imposing it uniformly on all students.

The design of these workshops could center on practical, scenario-based tasks that simulate real-world teaching situations. For example, participants might be asked to translate classroom documents such as syllabi, rubrics, parental notes, school announcements, or graded reading materials. These translations would not be evaluated for literal equivalence alone, but for their communicative effectiveness, clarity, cultural appropriateness, and usability in classroom contexts. This task-oriented approach helps

participants shift their focus from “correctness” to functional adequacy—an essential perspective when preparing materials for diverse student populations (Kussmaul, 1997).

Additionally, the workshops could include collaborative translation activities, where small groups co-construct translations and then engage in guided peer feedback sessions. These discussions would promote reflection on the multiplicity of translation choices, the values and assumptions embedded in different formulations, and the contextual factors that influence those decisions. In line with Cook’s (2010) vision of translation as a dialogic and exploratory process, these sessions would help cultivate interpretive flexibility, linguistic sensitivity, and meta-cognitive awareness—key competencies for effective educators.

To further support participants’ development, the workshops might also introduce simplified translation assessment frameworks. These could include rubrics focusing on dimensions such as fluency, fidelity, creativity, lexical appropriateness, and target-audience awareness. By familiarizing students with such criteria, facilitators would demystify what constitutes “good” translation in pedagogical settings and equip participants with the tools to evaluate their own and others’ work more effectively. As Nord (1997) has argued, understanding translation not merely as a language transfer exercise but as a purposeful communicative act requires familiarity with assessment tools that balance linguistic accuracy with pragmatic function.

Importantly, offering these workshops on an elective basis upholds student agency and programmatic flexibility. Not every pre-service teacher may feel an immediate need or inclination to pursue additional translation practice, especially those with limited exposure to L1-mediated instruction or a strong preference for immersive, target-language-only methodologies. However, for students who recognize the potential value of translation in multilingual classrooms—particularly in contexts where learners share a common first language—such workshops can provide critical opportunities for enrichment and experimentation. As Şahin(2013) notes, translation training can be particularly beneficial in contexts where teachers are expected to navigate between official language policies and on-the-ground linguistic realities.

Moreover, the voluntary nature of these workshops can help foster intrinsic motivation. Participants are more likely to engage deeply with the material when they have opted into the experience, bringing a sense of ownership to their learning. This format also allows instructors to be more responsive and adaptive, tailoring workshop content to participants’ evolving interests, challenges, and professional aspirations.

At a broader institutional level, the introduction of such workshops would signal a progressive and inclusive stance toward language pedagogy. It would affirm translation's legitimacy as a professional teaching competence—one that is grounded in reflection, intentionality, and responsiveness to learner needs. In doing so, it aligns with recent calls in the literature to reframe translation not as a relic of outdated pedagogy but as a dynamic, multimodal, and cognitively demanding practice that supports both linguistic and intercultural development (Baker & Baker, 2011; Snell-Hornby, 2006).

Ultimately, the optional translation workshop model presents a valuable opportunity for ELT programs to enrich their training offerings without overhauling their existing curricula. It respects learners' autonomy, nurtures differentiated professional development, and expands the interpretive and communicative repertoires of future teachers. In a global educational landscape where linguistic diversity is the norm rather than the exception, such opportunities are not merely beneficial—they are increasingly essential.

6.4. Pedagogical Recommendations and Future Research Directions

In light of the findings presented in this study, a number of pedagogical recommendations naturally emerge—recommendations that speak to the evolving realities of language classrooms today. At the forefront is the pressing need for English Language Teaching (ELT) programs to explicitly integrate translation training into their curricula for future teachers. Despite its longstanding presence in real-world multilingual settings, translation has often been sidelined or treated merely as a compensatory strategy when communication falters. However, the evidence gathered here suggests a more proactive approach: student-teachers should be equipped from the outset with tools and strategies that allow them to use translation deliberately and skillfully as a facilitative pedagogical method (González-Davies, 2004; Macaro, 2009).

Rather than relegating translation to an ancillary or remedial role, carefully designed activities could target critical areas of linguistic competence—such as lexical precision, discourse coherence, and register adaptation. When framed this way, translation is not a fallback but a bridge that strengthens language awareness and enhances communicative competence.

Hand-in-hand with the call for better translation training is the recognition that assessment practices, too, must evolve. This study's observations regarding the subjective tendencies of raters reveal a deeper issue: without clear and systematic evaluation criteria,

student-teachers may find it difficult to interpret feedback or to recognize patterns in their translation errors. To address this, ELT programs should move toward the implementation of research-informed grading rubrics that achieve a careful balance between semantic fidelity, syntactic fluency, and idiomatic naturalness (Harris, 1969; Hu, 2005). Beyond rubrics, fostering an environment of reflective practice through peer review activities could offer additional benefits. When student-teachers engage in critiquing and revising each other's translations (González-Davies, 2004), they are not merely evaluating isolated products; they are entering into a dialogue about meaning, choice, and the multiplicity of valid translational decisions. Such practices encourage the development of more autonomous, self-aware practitioners who are better prepared to make nuanced judgments in real classroom situations.

Beyond training and assessment lies a broader methodological shift that deserves attention: the place of translation within communicative language teaching (CLT) paradigms. For decades, translation was cast as incompatible with the ideals of CLT and viewed as a relic of more grammar-focused, teacher-centered approaches. Yet, recent scholarship suggests a more dynamic view—one that sees translation not as an impediment to communication but as a means of deepening it (González-Davies, 2020). Strategic translation activities can enhance learners' metalinguistic awareness, sensitize them to the complexities of meaning-making across languages, and sharpen their cultural empathy. Practical examples, such as having student-teachers conduct contrastive analyses of translated texts to explore shifts in meaning and tone, can illuminate the intricate dance between language, culture, and intention. Such tasks not only bolster bilingual competence but also cultivate the flexible, reflective mindset required for success in contemporary multilingual classrooms.

Looking ahead, the findings of this study also suggest rich possibilities for future research. One particularly promising direction would be to examine the long-term effects of explicit translation training on teacher effectiveness. The present study offers a valuable snapshot, yet it remains a snapshot nonetheless. Longitudinal research following newly qualified teachers into their professional lives could reveal whether and how translation skills influence classroom practices, student outcomes, and attitudes toward linguistic diversity over time. Does the integration of translation into teacher education result in more confident, adaptable, and inclusive educators? This is a question that, if explored systematically, could have significant implications for curriculum design worldwide.

Another equally important strand for future inquiry lies in understanding how learners perceive translation in the language learning process. While this study focused primarily on student teachers' translation performance, a learner-centered perspective could offer vital complementary insights. For instance, do students find translation tasks motivating, or do they perceive them as obstacles to 'thinking in the target language'? Are certain types of translation activities—such as collaborative tasks, creative reinterpretations, or genre-based translations—more effective than others in fostering linguistic development? By addressing these questions, researchers can contribute to pedagogical models that are not only more theoretically sound but also more responsive to learners' experiences and needs.

Finally, there is much to be gained from extending research into broader institutional and cultural contexts. While this study draws from two universities in Türkiye, the nature of translation and its role in ELT programs may vary significantly across different settings. Cross-institutional and cross-cultural comparative studies could uncover valuable patterns, challenges, and innovations, highlighting how local realities shape the teaching and assessment of translation skills. In doing so, such research would enrich the global conversation about best practices and help craft more adaptable, context-sensitive approaches to integrating translation into ELT curricula.

In conclusion, the findings of this study underscore the pivotal role that translation can—and arguably must—play in shaping the future of ELT pedagogy. Translation is not merely a skill to be mastered; it is a pedagogical lens through which teachers and learners can more fully engage with the richness, complexity, and interconnectedness of languages. By embracing structured training, fostering transparent and reflective assessment practices, and thoughtfully weaving translation into communicative methodologies, teacher educators can better prepare their students for the dynamic, multilingual realities of modern classrooms. Moving forward, a sustained and open-minded exploration of translation's potential will be essential—not only for advancing research but for building more inclusive, effective, and human-centered language education worldwide.

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APPENDICES

A) DATA COLLECTION TOOLS

- QUANTITATIVE DATA

Translation in Foreign Language Education Survey

Date

- *Dear Students, this survey aims to collect your thoughts on the active use of translation in English Language Education. Your answers are aimed at improving the quality of the translation course and the content of foreign language education. Answer the following questions carefully. Please share your thoughts in the most sincere way so that the research can proceed smoothly. With thanks. Ege Ülkü, Çukurova University, English Language Education Master's Student*
- *- In survey evaluations, the protection of personal data is essential.*
- *1) **Section 1: Formal Training or Guidance on Translation Techniques and Strategies***
- *1.1) How satisfied are you with the texts provided in the translation courses? (+)*
- ☐ *I'm very dissatisfied*
- ☐ *I'm dissatisfied*
- ☐ *I'm neutral*
- ☐ *I'm satisfied*
- ☐ *I'm very satisfied*
- *1.2) How confident do you feel in your ability to translate between English and your target language(s)? (+)*
- ☐ *Not confident at all*
- ☐ *Not very confident*
- ☐ *Neutral*
- ☐ *Confident*
- ☐ *Very confident*
- *1.3) How frequently have you been assigned independent translation assignments/tasks in your ELT program? (+)*
- ☐ *Never*
- ☐ *Rarely*
- ☐ *Occasionally*
- ☐ *Frequently*

- ☐ *Very frequently*
- *1.4) To what extent do you believe that formal training in translation is important for ELT students? (+)*
- ☐ *Not important*
- ☐ *Slightly important*
- ☐ *Moderately important*
- ☐ *Important*
- ☐ *Very important*
- ***Section 2: ELT Students' Perception of the Role of Translation in Language Teaching Effectiveness***
- *2.1) To what degree do you perceive the role of translation in language learning and teaching? (+)*
- ☐ *To a very low degree*
- ☐ *To a low degree*
- ☐ *To a moderate degree*
- ☐ *To a high degree*
- ☐ *To a very high degree*
- *2.2) In your opinion, to what extent can translation help students better understand and learn a foreign language? (+)*
- ☐ *Not at all*
- ☐ *To a small extent*
- ☐ *To a moderate extent*
- ☐ *To a significant extent*
- ☐ *To a large extent*
- *2.3) How often do you use translation as a language learning tool in your personal language learning process? (+)*
- ☐ *Never*
- ☐ *Rarely*
- ☐ *Occasionally*
- ☐ *Frequently*

- ☐ *Very often*
- *2.4) To what extent do you believe that using translation in language teaching enhances language learning and retention? (+)*
- ☐ *To a minimal extent*
- ☐ *To a limited extent*
- ☐ *To a notable extent*
- ☐ *To a considerable extent*
- ☐ *To an exceptional extent*
- ***Section 3: Attitudes and Beliefs Regarding the Integration of Translation into Language Teaching Pedagogy***
- *3.1) To what degree do you believe translation exercises should be integrated into language teaching pedagogy? (+)*
- ☐ *To a negligible degree*
- ☐ *To a limited degree*
- ☐ *To a moderate degree*
- ☐ *To a substantial degree*
- ☐ *To a high degree*
- *3.2) How receptive are you to the idea of translation as a teaching method in language classes? (+)*
- ☐ *Not receptive at all*
- ☐ *Slightly receptive*
- ☐ *Moderately receptive*
- ☐ *Fairly receptive*
- ☐ *Highly effective*
- *3.3) How strongly do you support increasing/extending the hours of the translation course in the ELT curriculum at your University? (+)*
- ☐ *I strongly oppose*
- ☐ *I somewhat oppose*
- ☐ *I'm neutral*
- ☐ *I somewhat support*

- ☐ *I strongly support*
- *3.4) How strongly do you perceive the advantages of integrating translation into language education? (+)*
- ☐ *Negligible benefits*
- ☐ *Limited benefits*
- ☐ *Moderate benefits*
- ☐ *Significant benefits*
- ☐ *Strong benefits*
- ***Section 4: Additional Information***
- *4.1) To what extent do you consider yourself proficient in your target language(s)? (+)*
- ☐ *Novice*
- ☐ *Intermediate*
- ☐ *Proficient*
- ☐ *Advanced*
- ☐ *Expert*
- *4.2) To what extent do you believe technology and online resources have influenced the role of translation in language instruction? (+)*
- ☐ *No influence*
- ☐ *Slight influence*
- ☐ *Moderate influence*
- ☐ *Significant influence*
- ☐ *Strong influence*
- ***Section 5: Resources, Tools, and Materials:***
- *5.1) How frequently do you use online translation tools, such as Google Translate, in your language teaching practices? (+)*
- ☐ *Never*
- ☐ *Rarely*
- ☐ *Occasionally*
- ☐ *Often*

- ☐ *Always*
- *5.2) To what extent do you incorporate printed dictionaries (e.g., bilingual dictionaries) into your translation toolkit? (+)*
- ☐ *Not to any extent*
- ☐ *To a marginal extent*
- ☐ *To a moderate extent*
- ☐ *To a notable extent*
- ☐ *To a high extent*
- ***Section 6: Support Received and Needed:***
- *6.1) How satisfied are you with the support provided by your department in terms of faculty guidance for translation tasks and projects? (+)*
- ☐ *Very dissatisfied*
- ☐ *Dissatisfied*
- ☐ *Neutral*
- ☐ *Satisfied*
- ☐ *Very satisfied*
- *6.2) To what extent do you feel the need for additional support, such as mentorship or workshops, to improve your translation skills? (+)*
- ☐ *No need for additional support*
- ☐ *Slight need for additional support*
- ☐ *Moderate need for additional support*
- ☐ *Significant need for additional support*
- ☐ *Strong need for additional support*
- ***Section 7: Role of Translation in Professional Identity Development:***
- *7.1) To what extent does the incorporation of translation activities impact the development of your professional identity as an ELT teacher? (+)*
- ☐ *Extremely negatively*
- ☐ *Fairly negatively*
- ☐ *Moderately*

- ☐ *Fairly positively*
- ☐ *Extremely positively*
- *7.2) To what extent do you believe that translation plays a role in the concerns and challenges you face in your professional identity development as an ELT teacher? (+)*
- ☐ *No role*
- ☐ *Minor role*
- ☐ *Moderate role*
- ☐ *Significant role*
- ☐ *Crucial role*

QUALITATIVE DATA:

Translation activity

Date

- Dear Students, this translation study aims to observe your skills in the active use of translation in English Language Education. Your responses are aimed at improving the quality of the translation course and the content of foreign language education. The following texts have been selected from different topics and areas of interest. Please make your translations carefully so that the research can proceed smoothly. With thanks. Ege Ülkü, Çukurova University, English Language Education Master's Student
- In survey evaluations, the protection of personal data is essential.
- **Section 1: Turkish to English [Please translate the following texts from Turkish to English]**
- 1.1) Bir gün bir İtalyan New York'u gezmeye gitmişti. Şehri görmek için yürüyüş yapmak istiyordu, fakat bir kelime İngilizce bilmediği için kaybolacağından korkuyordu. Bu sebepten, otelden çıktıktan sonra ilk köşede durdu ve otelinin bulunduğu sokağın ismini defterine dikkatlice not etti. Sonra yürümeye devam etti. En sonunda kayboldu. Birkaç saat sonra bir polis karakoluna vardı. Birçok karışık konuşmadan sonra, bir tercüman çağrıldı. İtalyan, her ne kadar otelinin ismini bilmiyorsa da bulunduğu sokağın ismini bildiğini tercümana izah etti. Ondan sonra tercümana defterine yazdığını gösterdi. O kadar dikkatle kopya ettiği kelimeler "Tek Yönlü Yol"du. [Taken from https://www.academia.edu/30690810/%C4%B0ngilizce_t%C3%BCrk%C3%A7e_%C3%A7eviri_%C3%B6rnekleri].
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- **Section 2: English to Turkish [Please translate the following texts from English to Turkish]**

- 2.1) Just like how **people's rubbish can reveal their secrets**, aliens could give themselves away through their sheer slovenliness. Over the years, researchers have thought about this quite a bit and they've come up with various possible technosignatures that rely on high levels of extraterrestrial pollution. From **excessive light** to space debris or harmful gases in the atmosphere of an alien planet, different kinds of detritus could in theory reveal the presence of a distant civilisation. In 2014, González Abad co-authored **a paper** that discussed the possibility of finding aliens via CFC emissions. The researchers calculated that, if the concentration of these gases in the atmosphere of a distant planet reached roughly 10 times their concentration on Earth, it might be possible to detect their presence using the James Webb Space Telescope, which became operational in 2022. [Taken from https://www.bbc.com/future/article/20231023-could-we-find-alien-life-via-their-pollution]