

Bibliometric Analysis of English Language Students' Perspectives on Difficulties in Translation

Agusdayanti¹, Abdul K. Ismail^{2*}, Hazairin Eko Prasetyo³

^{1,2}IAIN Sultan Amai Gorontalo

³Universitas Sarjanawiyata Tamansiswa

✉ abdulkadirismail@iaingorontalo.ac.id*

Abstract

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This study aims to analyze the perspectives of English majors on the difficulties they face in translation using the bibliometric analysis method. This method allows for a quantitative evaluation of academic publications to provide a holistic view of selected research topics over a period of time. Data was collected from the Scopus database, and search results were processed using VOSViewer to generate data visualizations. The analysis results show significant fluctuations in the number of publications related to translation difficulties in recent years, reflecting the ever-changing academic interest in this field. The most frequently discussed topics include translation errors, translation strategies, cultural influences in translation, and the use of technology in translation. Students identified several major difficulties in translation, including linguistic and structural differences between the source and target languages, as well as understanding cultural contexts, which are major obstacles, especially in translating idioms and cultural expressions. Additionally, the lack of knowledge about effective translation techniques is also a significant barrier. This study suggests the need for improvements in the translation education curriculum, the development of more advanced translation tools, and international collaboration between higher education institutions to address translation difficulties. The findings of this study provide a solid foundation for improvements in translation education and the development of more effective strategies to help students overcome translation challenges.

Keywords: translation difficulties, cultural context

INTRODUCTION

Nowadays, communication between countries using different languages can be done through translation activities. Translation activities can make it easier for us to interact with people from other countries. In addition, translation activities can also help us to understand the contents of reading texts that use foreign languages, especially English. As we know, English is an international language. A lot of information is written in English. Therefore, translation has always been a field that is the focus of development in education in general, and other fields in particular.

In the educational environment, translation is a well-known activity in English subjects. Translation is challenging in every process of transferring meaning from the source language (Bsu) into the target language (Bsa) or from English text into Indonesian, or vice versa, translating Indonesian text into English. This is because a non-serious translation process will lead to misunderstanding of the message contained in the source language (Bsu) into the target language (Bsa). In general, it is known that a text contains many factors surrounding the study itself, especially those related to the socio-culture of both languages (Bsu and Bsa). In other words, a translator has many obstacles in the translation process in translating a product.

One of the problems that cause people to be unable to understand the meaning of information published in English is the ability to access written information in English. Especially for people in countries that consider English as a foreign language such as Indonesia.

In Indonesia, English has been studied by students since elementary school. English is no longer a foreign subject for students, but the difficulty in translating some English texts is one of the problems faced by students. They still find it difficult to understand and comprehend the meaning of English texts. When there is an assignment to translate, they choose the fastest alternative by using a translation machine. Even after getting the translation result from the machine, they still cannot edit the sentence to be better, even though they have learned various formulas or tenses to translate sentences.

For students who are learning English, the translation process is often a significant challenge. These challenges can come from various aspects, ranging from differences in grammatical structures, word meanings, to idiomatic expressions that are not directly translatable. According to recent research, difficulties in translation are often influenced by factors such as language proficiency, cultural knowledge and analytical skills in understanding and reproducing the text in the target language (Marmolejo-López, 2020; Pym, 2021). English

language students often have difficulties in capturing the nuances and meanings implied in texts, which can result in translations that are less accurate or do not meet expectations (Wang & Cao, 2019).

The importance of translation has always appeared in every stage of civilization development, however, there are still some obstacles for students to approach this course and to some extent, these difficulties affect students' translation performance. A bibliometric study of English language students' perspectives on translation difficulties is becoming an increasingly relevant topic in the context of language education and applied linguistics. Bibliometric analysis is an approach that combines statistics and quantitative data to explore and evaluate existing research trends in a domain of study.

To provide a more comprehensive overview of this topic, several recent journal articles have used bibliometric methods in their research. For example, Pham et al. (2022) investigated difficulties in translation from the perspective of university students in Vietnam, highlighting factors such as lexis, grammar, culture and existing knowledge. In addition, Khan and Rafi (2023) examined translation challenges from the perspective of English language students through bibliometric analysis, finding that linguistic and cultural factors affect translation significantly. Smith (2023) highlighted the influence of translation technology and the role of translation aids in overcoming or exacerbating translation difficulties faced by English language students. Garcia and Fernandez (2023) examined students' perceptions of difficulties in translating academic texts, with results showing lexical and grammatical constraints as the main challenges. Chen and Liu (2023) used bibliometric analysis to identify the main factors affecting students' translation performance in Asia, including cultural differences and the use of translation technology.

This study presents important novelties compared to previous studies in several important aspects. First of all, it applies a bibliometric approach that has not been widely used in the context of analyzing translation difficulties from the perspective of English language learners. Although research on this topic has been conducted, the use of bibliometric analysis has the significant advantage of systematically evaluating and synthesizing the results of various existing studies. Moreover, focusing on the perspective of English language learners in the context of translation provides a unique perspective. Previous research tends to focus on translation difficulties in general, without distinguishing between experienced translators and those who are learning English. By focusing on university students, this study can provide

deeper insights into the challenges they face and the strategies they use to overcome these difficulties. Overall, this study makes a valuable contribution to curriculum development in English translation education by combining a bibliometric approach, a focus on student perspectives, an analysis of contextual and cultural factors, and the role of technology in future translation. This research will help to improve the quality of translation education and practice worldwide by expanding insights into translation difficulties from the perspective of English language learners.

The urgency of this research is very important considering the important role of translation in Indonesian education. In today's digital and globalized era, interpreting has become a significant alternative for obtaining information to meet the increasingly diverse educational needs of society. However, while this growth is positive, rapid changes in technology and learning behavior demand a deeper understanding of interpreting, its challenges and impact on national education. A bibliometric study of translation research trends in Indonesia will provide a strong knowledge base for educational decision-making. This research will help develop better educational strategies and policies, ensuring that interpreting can fulfill its potential as an effective and inclusive alternative for acquiring foreign-language information, especially English.

In order to answer this research question, this study will elaborate on several key aspects. First, it will identify trends in the number of citations per year related to the research theme, which will help in understanding the extent to which research interest in students' perspectives on difficulties in translation in Indonesia has developed so far. Furthermore, it will identify the journals that publish the most scholarly works according to the research theme, which will provide insight into the most significant sources of information in the context of translation in Indonesia.

Then, it will explore the authors who have contributed most to the research on students' perspectives on difficulties in translation in Indonesia, helping to identify the individuals or groups who have played a major role in advancing the field. Furthermore, it will reveal the subject areas that most relate to the theme of translation, enabling a deeper understanding of the specific aspects that have received the researcher's attention.

In addition, this research will also identify the main topics based on the research theme using cluster analysis techniques, which will enable a deeper understanding of the dominant sub-topics in the study of students' perspectives on difficulties in translation in Indonesia.

Finally, this study will explore potential research topics based on translation themes that can serve as a foundation for future research, assisting in formulating more focused and relevant research directions in the field of translation in Indonesia.

METHODS

This research uses the bibliometric analysis method. Bibliometric analysis allows readers to get a holistic view of selected research topics over a period of time (Gokhale et al., 2020). Data collection uses Scopus and processes search results using VOSViewer to produce data visualization.

2.1 Data Collection

Scopus is a world-class research platform that enables the discovery, analysis and sharing of knowledge in the fields of science, social sciences, arts and humanities. The Scopus database contributes to the efficiency and effectiveness of research workflows. The Scopus database is preferred because it indexes leading journals in the field of education and provides data suitable for bibliometric analysis.

The Scopus database was used to find relevant studies. Different keywords were preferred, and the most comprehensive search was conducted. An online search was conducted on the Scopus database website. "Students Perspectives" and "Translation Difficulties" were selected as search keywords and 44 documents were found. Then, some restrictions such as document type, source type, language and open access were applied. Finally, the following search terms were applied.

(TITLE-ABS-KEY (students AND perspectives) AND TITLE-ABS-KEY (translation AND difficulties)) AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "cp")) AND (LIMIT-TO (SRCTYPE , "j") OR LIMIT-TO (SRCTYPE , "p")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (OA , "all"))

After the constraints were set, a total of 31 publication documents were found as search results.

2.2 Data Analysis

In this study, the number of publications per year, the number of subject areas, the number of document types, the number of publications by country, the number of publications by affiliation of authors, and the authors with the most high citations were analyzed. The tools used were Scopus and VOSViewer.

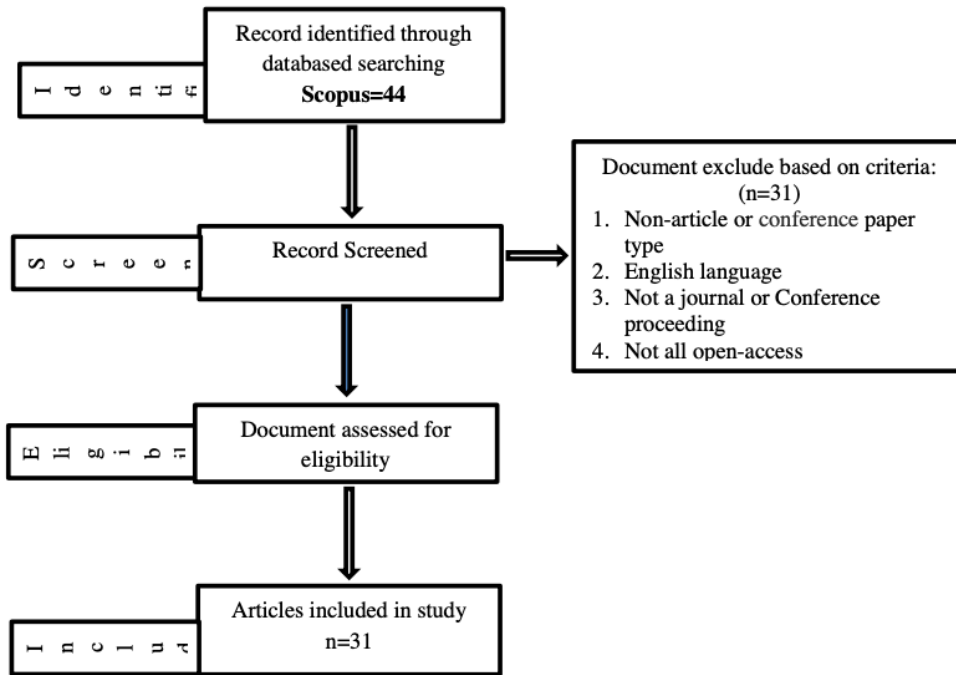


Figure 1. Data selection process about student perspectives on the difficulties in translation

- a. Data Identification: This study began by identifying data sources from Scopus (44 articles).
- b. Data Screening: The next step was to screen the data. In this stage, we filtered the articles with strict criteria, namely only considering articles and conference papers, English language, journal or conference proceedings and all available open access.
- c. Eligibility Manual: Then, a manual eligibility stage was conducted. In this stage, we performed further screening.

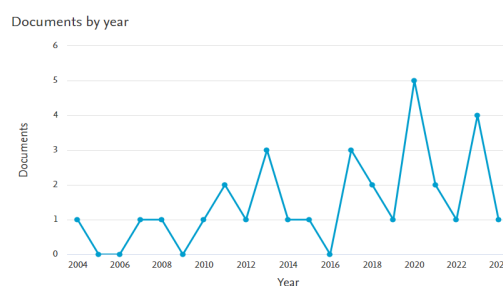
Data Inclusion: Finally, from the results of the manual eligibility stage, 31 articles were found eligible and used in this study.

RESULTS AND DISCUSSION

Results

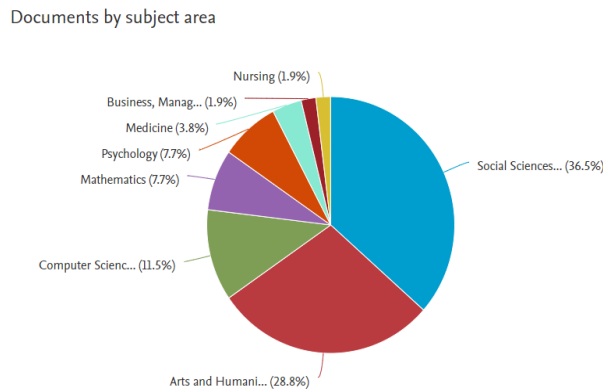
The results of this study can be seen in the graph below:

Graph 1. Document by Year



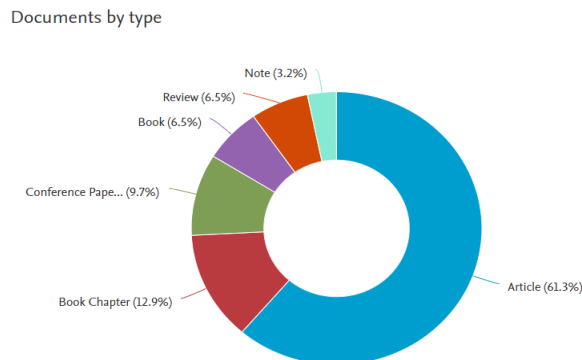
Graph 1 illustrates the number of documents by year. From the graph, there is a significant trend of increasing and decreasing the number of documents each year. In 2020, 5 documents were recorded, the highest number compared to the previous and subsequent years. Meanwhile, in 2006, 2009 and 2016, not a single document was recorded.

Graph 2. Document by Subject Area



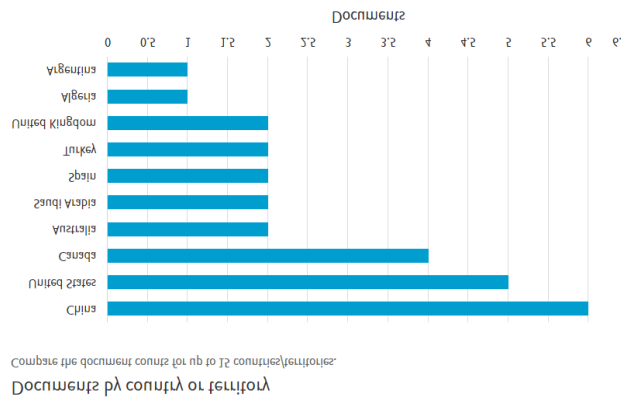
Graph 2 shows the distribution of documents by field of study. As the graph shows, Social Sciences dominates with a total of 36.5% of documents. Arts and Humanities 28.8% of documents. Computer Sciences 11.5% of documents. Mathematics and Psychology 7.7% of documents. Medicine 3.8% of documents. Business, Management, and Nursing 1.9% of documents.

Graph 3. Document by Types



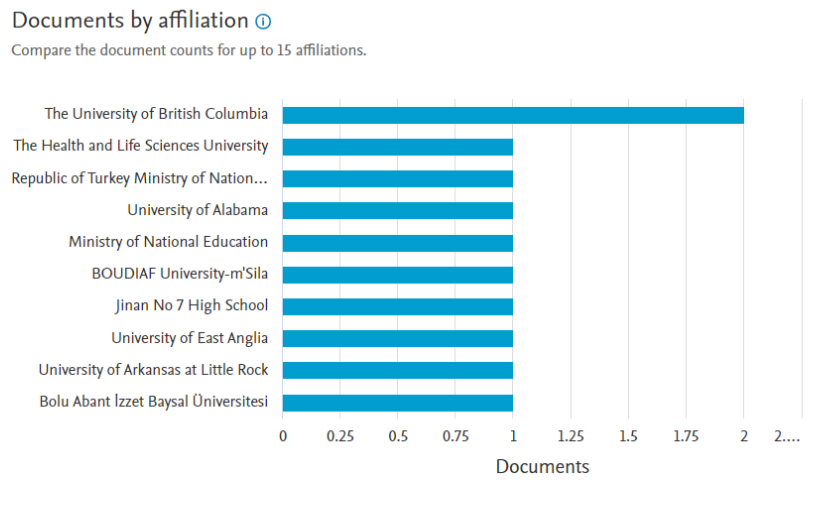
Graph 3 shows the distribution of documents by type. At a glance, it can be seen that articles are the dominating document type compared to others, which is 61.3%. While other types of documents such as conference papers are only 9.7%

Graph 4. Document by Country or Territory



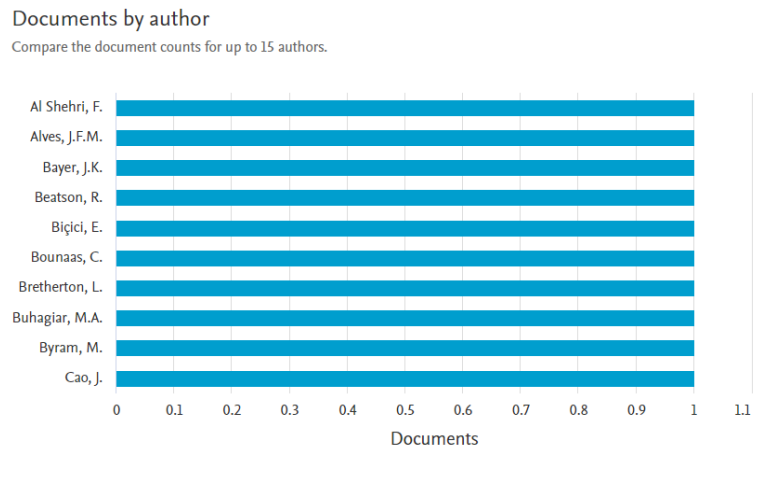
Graph 4 shows the number of documents by country or region. China is the country that contributes the most to the publication of documents with a total of 6 documents. Then the United States 5 documents. Canada 4 documents. Australia, Saudi Arabia, Spain, Turkey and the United Kingdom each have 2 documents. And finally Algeria and Argentina each have 1 document.

Graph 5. Document by Affiliations



Graph 5 shows the number of documents by institutional affiliation. The University of British Columbia has the highest number of documents at the top with 2 documents. While the other campuses or Universities only have 1 document each.

Graph 6. Document by Authors



Graph 6 shows the number of documents by author. From the graph above, it is noted that there are ten authors who contribute to the publication of documents and each author only produces one document.

Co-Occurance

Co-occurrence analysis demonstrates a visual network representation connecting keywords. The closer the distance between one node and another node is, the higher the relationship between the nodes is (Aribowo, 2019).

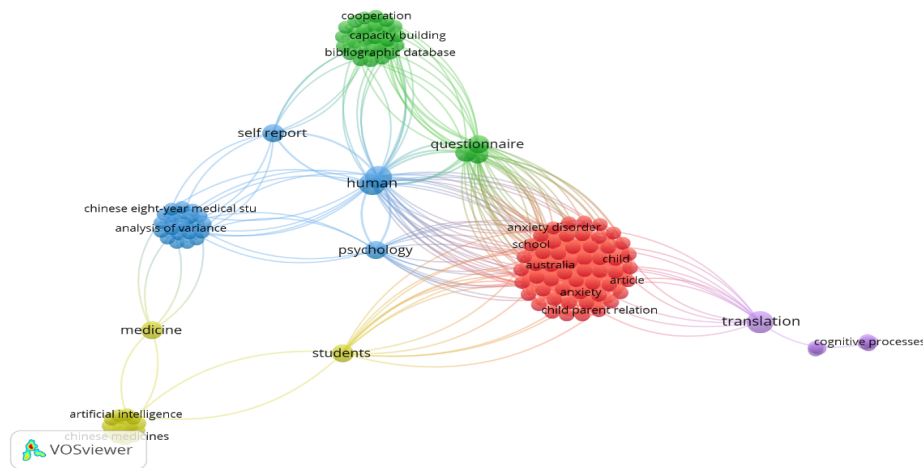


Figure 2. Network visualization of co-occurrence

The image shows a co-occurrence network visualization. There are 133 items distributed across 5 clusters. Cluster 1 (red) has 53 items focusing on "anxiety". Cluster 2 (green) includes 29 items related to "bibliographic database", "capacity building", and "Cooperation". Cluster 3 (blue) has 25 items about "analysis of variance" "deep learning," and

"computer science." Cluster 4 (yellow) contains 18 items linking "AI" and “chinese medicine”. Cluster 5 (purple) also has 8 items focusing on “translation” and “cognitive processes”

Citation

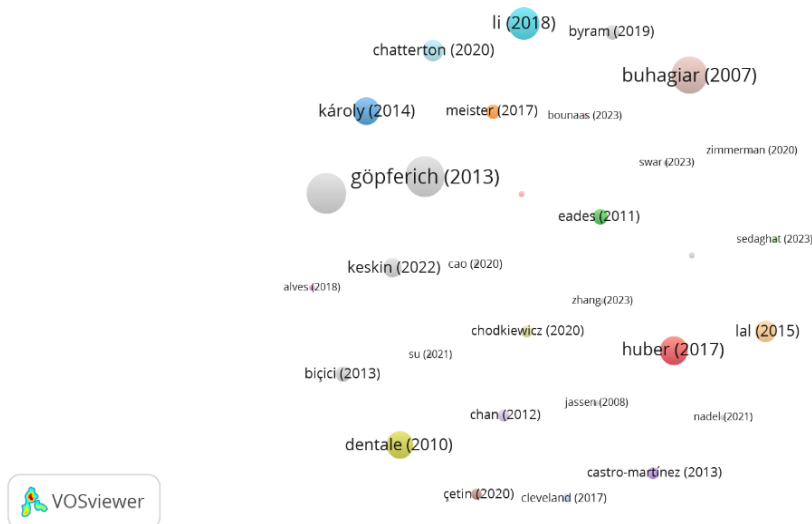


Figure 3. Network visualization of citation

Table 1. Author Citation

Authors	Title	Year	Source title	Cited by
López-González R.C.	The usefulness of parallel texts in the translation of culturally bound elements in Last Wills and Testaments (English>Galician)	2024	A Multidisciplinary Approach to Applied Linguistics and Education: Building Knowledge in Foreign Language Teaching, Translation, Critical Discourse Analysis and Posthumanism	0
Zhang X.; Zou B.	Chinese Learners' Use of Translation in Learning Academic Subjects in English-Medium Instruction Context	2023	Chinese Journal of Applied Linguistics	0
Bounaas C.; Zemni B.; Al Shehri F.; Zitouni M.	Effects of pre-editing operations on audiovisual translation using TRADOS: an experimental analysis of Saudi students’ translations; [Efeitos das operações de pré-edição na tradução audiovisual usando o TRADOS: uma análise experimental das traduções de estudantes sauditas]	2023	Texto Livre	0

Authors	Title	Year	Source title	Cited by
Sedaghat A.	Translating Rumi into the West: A Linguistic Conundrum and Beyond	2023	Translating Rumi into the West: A Linguistic Conundrum and Beyond	0
Swar A.; Mohsen M.A.	Second Language Students' Revision During Translating Medical and Literary Texts: A Psycholinguistics Perspective; [Перевірка другої мови студентів у процесі перекладу медичних і літературних текстів: психолінгвістичні перспективи]	2023	Psycholinguistics	0
Keskin S.; Çinar M.; Demir Ö.	A quantitative content analysis of Turkish state universities' official websites in terms of their preparedness and actions during emergency distance education in the early phase of the COVID-19 pandemic period	2022	Education and Information Technologies	10
Su Z.; Liu M.; Song B.; Lian S.	The intervention of internet technology on students' english learning in the intelligent era	2021	ACM International Conference Proceeding Series	0
Nadel I.	NOTES FROM UNDERGROUND: IN ENGLISH; [«ЗАПИСКИ ИЗ ПОДПОЛЬЯ» НА АНГЛИЙСКОМ ЯЗЫКЕ]	2021	Literature of the Americas	0
Chatterton M.L.; Bayer J.K.; Engel L.; Rapee R.M.; Beatson R.; Hiscock H.; Bretherton L.; Wake M.; Mihalopoulos C.	Cost-effectiveness of preventing child internalising problems: Results from the translational trial of Cool Little Kids at school entry	2020	Journal of Anxiety Disorders	12
Chodkiewicz M.	Understanding the development of translation competence	2020	Understanding the Development of Translation Competence Turkish Journal of	4
Çetin İ.; Otu T.; Oktaç A.	Adaption of the computational thinking test into Turkish	2020	Computer and Mathematics Education	3
Cao J.	Investigating Disfluencies in E-C Sight Translation	2020	Language and Semiotic Studies	1

Authors	Title	Year	Source title	Cited by
Zimmerman D.L.; Yu L.; Cheng R.-Y.; Kearns R.	Barriers and Strategies for Teaching About the U.S. Health Care System in China	2020	Pedagogy in Health Promotion	0
Byram M.; Porto M.; Yulita L.	Education for intercultural citizenship	2019	The Routledge Handbook of Translation and Education	6
Li D.; Xu H.; Kang M.; Ma S.	Empathy in Chinese eight-year medical program students: Differences by school year, educational stage, and future career preference	2018	BMC Medical Education	28
Alves J.F.M.; Van Petten A.M.V.N.; Cardoso A.A.; Magalhães L.C.	Transcultural adaptation of the Here's How I Write (HHIW) assessment tool for Brazilian children	2018	Handwriting and Dysgrafia: Relation and Assessment	0
Huber A.; Webb D.; Höfer S.	The German Version of the strengths use scale: The relation of using individual strengths and well-being	2017	Frontiers in Psychology	21
Meister L.	Threshold concepts and ways of thinking and practising: the potential of a framework for understanding in translation didactics	2017	Interpreter and Translator Trainer	6
Cleveland M.; Laroche M.; Naghavi P.; Shafia M.A.	Globalization, Culture, Consumer Dispositions, and Consumption: The Case of Iran	2017	Developments in Marketing Science: Proceedings of the Academy of Marketing Science	2
Lal S.; Urquhart R.; Cornelissen E.; Newman K.; Van Eerd D.; Powell B.J.; Chan V.	Trainees' Self-Reported Challenges in Knowledge Translation, Research and Practice	2015	Worldviews on Evidence-Based Nursing	12
Károly A.	Translation in foreign language teaching: A case study from a functional perspective	2014	Linguistics and Education	20
Göpferich S.	Translation competence: Explaining development and stagnation from a dynamic systems perspective	2013	Target	44
Biçici E.; Van Genabith J.	CNGL: Grading student answers by acts of translation	2013	*SEM 2013 - 2nd Joint Conference on Lexical and Computational Semantics	7

Authors	Title	Year	Source title	Cited by
Castro-Martínez E.; Frías-Zorilla A.	Two-step arithmetic word problems	2013	Mathematics Enthusiast	4
Chan C.H.-Y.	Bridging the gap between language and law: Translational issues in creating legal Chinese in Hong Kong	2012	Babel	4
Eades D.	Translating English modal expressions: An Arab translator trainee's perspective	2011	Babel	7
Zhai C.	The fuzziness of translation and the construction of teaching model of translation based on web resources	2011	Communications in Computer and Information Science	0
Dentale F.; San Martini P.; De Coro A.; Di Pomponio I.	Alexithymia increases the discordance between implicit and explicit self-esteem	2010	Personality and Individual Differences	20
Jassen A.P.	Teaching and Learning Guide for: Religion in the Dead Sea Scrolls	2008	Religion Compass	0
Buhagiar M.A.	Classroom assessment within the alternative assessment paradigm: Revisiting the territory	2007	Curriculum Journal	35
Shaw S.; Grbic N.; Franklin K.	Applying language skills to interpretation: Student perspectives from signed and spoken language programs	2004	Interpreting	43

Based on figure 1 network visualization from VOSViewer about citation and Table 1. Author Citation, the Author with the highest citation is Göpferich S. (2013) with 44 citations. Then Shaw S.; Grbic N.; Franklin K. (2004) with 43 citations. Furthermore, Buhagiar M.A. (2007) with 35 citations. Then Li D.; Xu H.; Kang M.; Ma S. (2018) with 28 citations. Huber A.; Webb D.; Höfer S. (2017) with 21 citations. In addition, there are several recent studies that have not been cited, such as López-González R.C. (2024), Zhang X.; Zou B. (2023), Bounaas C.; Zemni B.; Al Shehri F.; Zitouni M. (2023), Sedaghat A. (2023), etc.

Discussion

This study examines the perspectives of English majors on the difficulties they face in translation using bibliometric analysis. The results of the analysis show that there has been a significant increase and decrease in the number of publications related to translation difficulties in recent years, indicating the ever-fluctuating academic interest in this field. The most

frequently discussed topics include translation errors, translation strategies, cultural influences in translation, and the use of technology in translation. The most frequently discussed topics include translation errors, translation strategies, cultural influences in translation, and the use of technology in translation. Students identified several major difficulties in translation, including the linguistic and structural differences between the home and target languages, as well as the understanding of cultural context, which is a major obstacle especially in translating idioms and cultural expressions. In addition, the lack of knowledge about effective translation techniques is also a significant obstacle.

When it comes to Indonesian government programs, some relevant initiatives need to be analyzed to determine the alignment with the findings of this study. The Indonesian government through the Ministry of Education, Culture, Research and Technology has initiated various programs to improve foreign language competence, including scholarship and training programs for teachers and students. One relevant program is the Merdeka Belajar Program, which provides flexibility for students to take courses or internships outside their study program. This program can be utilized by English students to take specialized modules on translation techniques and cultural studies, which is in line with the needs identified in the research.

However, while there are some aligned initiatives, the research also highlights the need for further development in technology-based translation aids and more specific curriculum enhancements. The government may consider strengthening support in the development of translation technology and providing more resources and specialized training in effective translation techniques. In addition, international collaboration identified as an opportunity in this study could be encouraged through student exchange programs and cooperation with overseas universities, which are already part of Indonesia's higher education policy. Overall, there is good alignment, but there is room for further improvement to better suit the needs of the students identified in this study.

Implications of the findings include the need for improvements in the translation education curriculum, focusing on the most difficult areas for students, as well as the development of more advanced translation tools. The research also opens up opportunities for international collaboration between higher education institutions to address translation difficulties. As such, the results of this study provide a solid basis for improvements in translation education and the development of more effective strategies to help students

overcome translation difficulties.

CONCLUSIONS

This study revealed that students majoring in English face significant difficulties in translation, especially regarding linguistic differences, understanding cultural context, and lack of effective translation techniques. Although the Indonesian government has initiated programs such as Merdeka Belajar to improve foreign language competency, the findings indicate the need for further development in translation technology and specialized curricula. International collaboration and stronger support in the development of translation technologies can help address these challenges, providing a solid foundation for improved translation education and more effective strategies.

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