Integrating 21st Century Skills into Translation Classroom from Students' Perspective

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ABSTRACT

First coined in the 1980s and instantly redefined ever since, the term "21st-century skills" has transformed education around the world. In their effort to best prepare students to become successful global citizens, teachers have integrated the teaching of 21st-century skills into their classrooms. However, research into how students perceive and incorporate these skills in their learning of such subjects as translation is not as so rigorous. Therefore, this study is aimed at bridging this gap. The research was conducted based on the Partnership for 21st Century Skills (P21) framework. A combination of survey questionnaires from 80 university juniors studying Translation 2 at Van Lang University and 10 interviews with them helped provide data for analysis. The results showed that among the skill sets (P21, 2013), most students gave preference to collaboration, critical thinking, and Information and Communication Technologies (ICT) literacy. They also shed some light on what hindered them from developing certain skills in their translation learning. The research, finally, suggests some possible adaptations in syllabus design and teaching approaches that can boost students' 21st-century skills while nurturing future qualified translators.

Keywords: 21st-century skills, translation training, P21 framework, students' perspective

Introduction

The earliest translation mode is supposed to date back to the Before Christ era when people in different cultures wanted to exchange ideas and emotions. This act of "rendering the meaning of a text into another language" (Newmark, 1988) has become more significant in this globalization context. There are higher standards for translators as well as translation training. To well equip students with knowledge, skills, and attitudes essential for their future careers, a lot of educational reforms have been carried out (Kennedy & Sundberg, 2020), and the term 21st-century skills are receiving more attention.

There have been different detailed definitions and frameworks for 21st-century skills, among which are the most well-known, suggested by The Partnership for 21st-Century Skills (P21) (2013) and Organization for Economic Co-operation and Development (OECD) (2018). These two frameworks have some features in common, such as categorizing different skills into intra- and interpersonal competencies, including critical thinking, creative thinking, self-efficacy, motivation, collaboration, and information and computer technology (ICT).

Interestingly, the above-mentioned skills are vital and interrelated components in many models of translation competence, among which are those by PACTE (2003) and Göpferich (2009).

Though the most significant skills are different for different translation tasks, scholars and educators around the world affirmed the roles 21st-century skills play in general translation competence. Coban (2015) and Ivanova (2016) concurred that forming and sharpening these skills, or at least acknowledging the importance of these skills, are essential for translator students to become successful in their future profession.

In Vietnam, translation is usually a compulsory course in English-majored programs at the tertiary level. There are numerous research studies on what hinders Vietnamese students' translation capability, as well as students' perceptions of what skills are keys to improving their translation competence. However, those research works tended to overemphasize linguistic skills and overlook other strategic, extralinguistic and instrumental competence. (Ho and Bui, 2013; Nguyen, 2010; Pham and Ton, 2007; Pham and Tran, 2013, as cited in Nguyen, 2020).

This study, therefore, attempts to bridge the research gap in the Vietnamese context by adopting the perspective of the functional approach to discover how English-majored students themselves think of 21st-century skills in their translation training. By analyzing the quantitative and qualitative data collected, some discussions and implications will be drawn to help students overcome their problems and improve the existing translation training approach.

Literature review
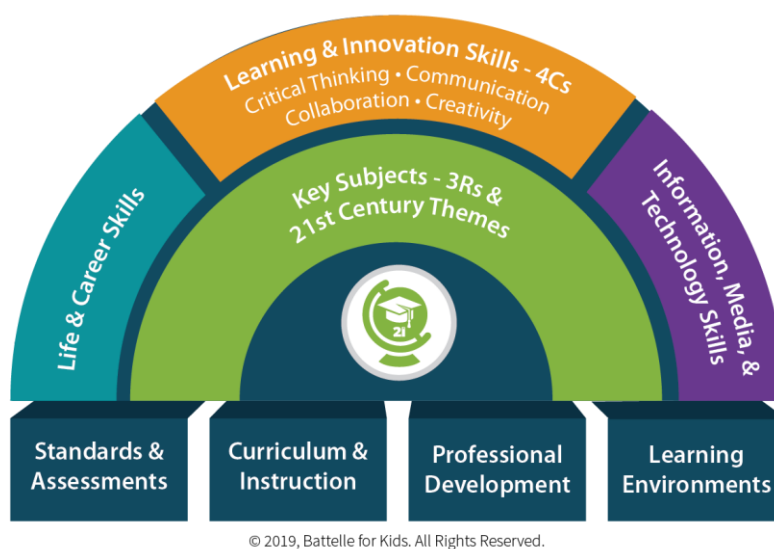
21st- century skills

Figure 1. 21st-century skills framework illustration

P21 (2013) defined crucial skills for all 21st-century students, consisting of life and career skills, learning and innovation skills (4Cs), and Information, Media, and Technology skills (ICT) as demonstrated in Figure 1 (21st-century skills, 2019).

Within the scope and scale of this study, only the 4Cs and digital skills are examined in relation to students' translation competence.

Firstly, the 4Cs include critical thinking, creative thinking, collaboration, and communication.

The 4.0 technology revolution requires students to not only master learning skills to reach their

present academic goals but also to meet the needs of an instantly evolving society and future working environment (Pardede, 2020). As Valtonen et al. (2021) discussed, students, have to obtain self-regulated learning skills, from fundamental skills to process learning input and encode it into memory to complicated skills such as metacognitive strategies to plan, execute and monitor different learning tasks.

In addition to these individual learning skills, many aspects require students to collaborate with people from various disciplines and backgrounds, making collaborative skills indispensable. (OECD, 2018)

Secondly, ICT skills combine the ability to find and evaluate information in diverse formats from various media and organize and use information appropriately and effectively in different situations (Voogt & Roblin, 2012; Van Laar et al., 2017, as cited in Valtonen et al., 2021). Martin (2008) also stated that students are ICT literate only when they are confident in using ICT tools, reflect on their ICT literacy development, and are willing to adapt to and overcome ICT challenges.

21st-century skills in relation to translation competence

Numerous scholars have attempted to construct an optimal model of a translator profile (Pym, 2003; Presas, 2005; Kelly, 2007; Göpferich, 2009; Scarpa, 2010, as cited in Acioly-Regnier et al., 2015). However, this study looks at the most widely known created by PACTE (2003) based on their empirical studies and analyzes how 21st-century skills are related to the components in this model.
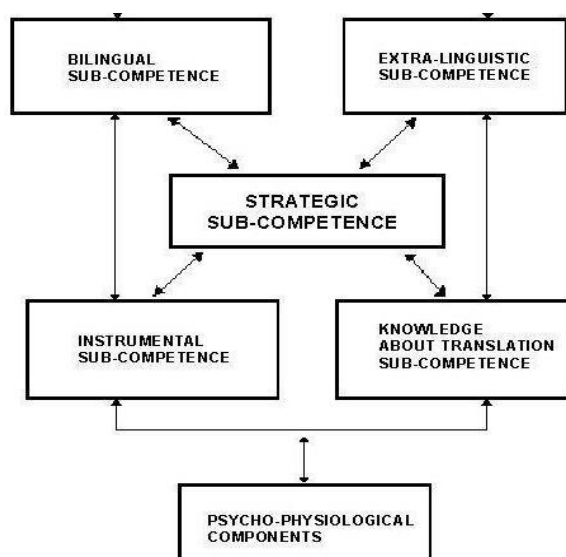
Figure 2. Model of translation model

As shown in Figure 2 (PACTE, 2003, p.60), six components constitute a translator's competence:

(1) Bilingual sub-competence means pragmatic, socio-linguistic, textual, grammatical, and lexical knowledge in both languages, which is procedural knowledge. According to PACTE (2003), Bilingual competence is not everything but just an element.

(2) Extralinguistic sub-competence refers to the knowledge about both cultures, the world (or encyclopedia), and thematic knowledge such as laws, marketing, tourism, etc. This is mainly declarative knowledge.

(3) Knowledge about translation is both practical and declarative, including translation principles, techniques, and strategies used in different tasks and situations.

(4) Instrumental sub-competence is procedural knowledge about the employment of various sources, ICT, and other tools to serve translation tasks.

(5) Strategic sub-competence is procedural knowledge that helps translate effectively and solve problems. As implied in the figure above, it plays a core role, mediating all other components and directing the translation process, such as planning, identifying problems arising in translation tasks, applying methods to resolve the problems, and evaluating the translation process.

(6) Finally, psychophysiological components are related to memory, perception, emotion, attention, curiosity, persistence, punctuality, critical and creative thinking, motivation, and so on.

Now to see how 21st-century skills can be integrated with elements in the above model, each group of skills in the 21st-century skills is examined as follows.

First of all, self-regulated learning skills are present in almost all sub-components of the translation competence model. For example, to master the bilingual sub-competence and extralinguistic sub-competence, students need to have cognitive abilities such as memorizing, understanding, recalling, and applying linguistic, cultural, encyclopedic, and thematic knowledge to reason texts in the source language, analyze the differences and similarities in two languages and cultures, and reformulate texts in the target language.

To reach the final step, which is rendering the text in the target language, students must have critical thinking skills to guide their decisions (P21, 2013) when confronted with many choices related to language, style, and translation techniques during a translation task, which is related to knowledge about translation sub-competence.

Further to this, self-efficacy and motivation in 21st-century skills are indispensable in preparing the right psychophysiological conditions, such as curiosity, attention, emotion, persistence, etc., to fulfill a translation task, as discussed previously in (6).

Also, as stated by Kelly (2005), translators should have interpersonal skills since the translation job now involves a lot of teamwork. Students, therefore, must have collaboration and communication skills such as teamwork, leadership, and negotiation skills to work with teammates in their current translation course and with other translators, managers, editors, customers, and authors in their future job. These skills especially form the strategic sub-competence in PACTE's model, as analyzed in (4).

ICT skills, on the other hand, are mainly needed in instrumental sub-competence. Since students have different ICT tools to choose from, encompassing software, web search engines, and machine translation applications such as Google Translate. According to Ivanova (2016), in instrumental sub-competence, students are capable of finding relevant information quickly. To do so, they should be able to efficiently use not just one tool but various ones. Then, they should analyze, synthesize, and evaluate the collected resources to choose the most reliable and valuable ones.

As discussed above, 21st-century skills intertwine in almost every sub-competence of translation competence. Therefore, integrating these skills into translation practice is unquestionably important to students.

However, the body of research in translation training in the Vietnamese context has mainly focused on the linguistic aspects. For instance, as cited in Nguyen (2020), several researchers, including Bui (2013), Nguyen (2010), Pham and Ton (2007), and Pham and Tran (2013) looked

into the weak linguistic skills of students as the main obstacles in building their translation capacity. Although Bui (2013) mentioned one problem regarded students' inappropriate use of translation techniques, which was a word-for-word translation, this still pointed down to their problematic word use and grammar skills.

Similarly, Pham and Truong (2019) highlighted the errors made by linguistic students in their translation learning, finding out they face syntactic, pragmatic, coherence, and cohesion errors. Likewise, studies by Ly (2022) and Phan et al. (2022) both revealed that the biggest challenges of English-majored students, from their perspective, were the lack of lexical resources, as well as their weak grammatical, syntactical, and semantical knowledge and skills.

Though some studies are focusing on the role of something else rather than merely linguistic skills in building translation competence, such as the research of Nguyen and Ngo (2021) and Nguyen and Chu (2021), they seemed to look at just one sub-competence, which is technological skills. Therefore, the existing research body still lacks studies that consider all the sub-competence and components that follow PACTE's model (2003).

Research Questions

Acknowledging the gap in studies into how students evaluate other functional factors such as critical and creative thinking, collaboration, communication, and digital skills in their translation practice, this study is aimed at answering the three following questions:

1. How do students at Van Lang University perceive their 21st-century skills in their translation training?

2. What hinders the students from applying certain skills in their translation training?

Methods

Pedagogical Setting & Participants

In the Faculty of Foreign Languages, Van Lang University, translation is a mandatory specialized subject for sophomores and juniors. This subject includes two levels for all English-majored students and features another Advanced Translation course for students who opt for the English for Interpretation and Translation Program after completing the first two levels.

In Translation 2, students were introduced to three main areas of translation contexts, namely journalistic, business, and literary contexts, in which they were required to translate paragraphs from Vietnamese into English and vice versa. Also, during 15 weeks (12 face-to-face class meetings and three online sessions included), students worked in groups, giving presentations on their translation practice in different topics such as technology, culture and language, art, medicine, and economy. Therefore, the texts chosen for class activities and group presentations are diverse in terms of topics and translation techniques.

The study was conducted among third-year students at Van Lang University while having Translation 2. The participants included 80 students, among which were 23 males and 57 females, from two Translation 2 classes. The samples were chosen using the cluster sampling method since the two Translation 2 classes are among the 13 translation classes of the same level in the Faculty of Foreign Languages.

Design of the Study

This descriptive research combined survey questionnaires with Likert scales from 1 (Strongly disagree), 2 (Disagree), 3 (No opinion), 4 (Agree), to 5 (Strongly agree) among 80 students and

10 voluntary interviews to collect some in-depth, qualitative data from the subjects. Data triangulation like this can be beneficial in numerous ways since each type of data can complement each others, as mentioned in Young (2016).

The survey questionnaire consists of five criteria, including 1) Critical thinking; 2) Creative thinking; 3) Collaboration; 4) Communication; and 5) ICT skills, with a total number of 27 items. The instruments for measuring these 21st-century skills are shown in Table 1 below.

Table 1. The number of items, Cronbach's alpha (α), and example items.

Criteria	Number of items	Cronbach's alpha (α)	Example item
Critical Thinking (CRI)	5	0.8	"Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives."
Creative Thinking (CRE)	5	0.736	"If I get stuck on a problem, I try to take a different perspective of the situation."
Collaboration (COL)	6	0.74	"I freely share ideas and information with others easily."
Communication (COM)	5	0.83	"I frequently seek feedback from my team members about the quality of my work."
ICT Skills (ICT)	6	0.7	"I know how to use the technologies to look for information, including background encyclopedic and specialized information to support my work."

Firstly, five items for critical thinking skills were adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al. (1993). Next, the creative thinking skills items were picked from Miller's self-reported scale (2009). Then, the collaboration and communication skills were from what was proposed by Hinyard et al. (2019), with different dimensions such as cooperation, team support, interactions, participation, work quality, time management, and leadership. All of these scales had Cronbach's alpha (α) above 0.7, showing acceptable reliability. Lastly, the items to measure students' ICT skills were based on the framework of Technological Pedagogical Content Knowledge in the 21st century (TPACK21) by Valtonen et al. (2017), with an average α of 0.7. However, the researcher of this study modified the items to fit the study's context.

The interviews were conducted after class, in Vietnamese, with open-ended questions so that students had a private zone, felt more comfortable, and were able to express their opinion in more detail. The interview questions focus on: 1) which skills in the 21st-century skill set they feel most and least relevant in their translation study, 2) how they can combine these skills in different translation tasks; and 3) what hinders them from developing certain skills in their translation training.

Data collection & analysis

As for the survey questionnaires, they were distributed to students in the form of Google Forms so that students could do them on their devices like laptops, tablets, or mobile phones. Also,

Google Forms would make the collection of data more efficient, cost-saving, and more environmentally friendly since all the responses were automatically saved in a separate spreadsheet, and there were no papers used.

These quantitative data were afterward analyzed on SPSS, using mean (M) and standard deviation (SD) to discuss the findings.

The interviews were recorded by the researcher's mobile phone. As a part of research ethics, all the collected data were kept confidential, and only the researcher had access to serve the aim of the study. They were then analyzed to explain students' opinions on how certain skills function in translation tasks, as well as their expectations and recommendations. The thematic analysis with steps described by Braun and Clarke (2006) was employed.

Findings and discussion

Table 2. Students' critical thinking skills

		n	M	S.D.
1	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.	80	3.82	1.13
2	When opting for a translation theory, technique, syntactical structure, lexical item, etc, I try to decide if there is good supporting evidence.	80	3.82	1.07
3	I treat the course material as a starting point and try to develop my own ideas about it.	80	4.13	1.03
4	I try to play around with ideas and practices of my own related to what I am learning in this course.	80	4.2	0.81
5	I often find myself questioning things I hear or read in this course to decide if I find them convincing.	80	3.96	0.99

As shown in Table 2, roughly all students thought they were critical in their translation training. For example, most of them were able to generate their own beliefs and judgments regarding what they were told or taught in the course and treated the course material very critically. Also, they considered choices in translation tasks related to translation theory, techniques, sentence structures, and vocabulary rather crucial and would question before deciding if something was convincing.

As revealed in the interview, student #2 said that she always spent a lot of time finding out, comparing, and finally picking the best words for a translation task. She was, from her perspective, very cautious when choosing the sentence structures and styles that sound most natural in the target language. Student #5 added: "Critical thinking skills are decisive in every aspect of life, so their roles in learning translation are undeniable."

Most of the interviewed students considered critical thinking as the most relevant skill in their translation training. Students #3, 5, 8, 9, and 10 said that they had to be critical in all steps of a translation task. For instance, they had to analyze the source text to see if there were any problems, such as typos, spelling, or grammatical mistakes, before moving to the following steps, including researching background information, complicated terminologies, equivalence, or alternative techniques. Student #2 added she had to be critical with supporting technologies

and even critical when working in her team because she had to make final decisions as a team leader.

These findings complemented what Valtonen et al. (2021) mentioned about all the necessary cognitive skills, including critical thinking in different learning tasks, as reviewed in the literature.

However, student #4 did not think she was critical enough of the course book or the instructor's suggestions. She said because of being afraid that her test scores would be marked low if she did not compromise with the instructors' suggested translation methods or styles, she sometimes framed herself in certain translation styles and techniques.

Meanwhile, students #7 and 9 feedbacked that some parts of the coursebook needed improving, such as updating the selected texts. "For example, some topics can be replaced with current topics that everyone is talking about, including gender, mental health, or sustainable living." (student #7). The updated topics would interest them more and also trigger their critical thinking, according to student #9.

Table 3. Students' creative thinking skills

		n	M	S.D.
1	If I get stuck on a problem, I try to take a different perspective of the situation.	80	3.02	0.9
2	Looking at a problem from a different angle can lead to a solution.	80	4.02	0.87
3	Changing perspectives is a good way to "think outside the box."	80	4.29	0.97
4	Thinking about more than one idea at the same time can lead to a new understanding.	80	4.11	0.96
5	If I get stuck on a problem, I look for details that I normally would not notice.	80	3.22	0.88

Table 3 shows that a majority of students agreed that changing the perspective can be seen as creativity, and sometimes this helped open their minds in examining a problem and could lead to a solution. Students also thought that looking at minor details could be a creative solution in some cases.

These findings are also similar to Valtonen et al. (2021) about self-regulated learning skills, which contributes to the competence of both bilingual sub-competence and strategic sub-competence in PACTE's model (2003).

Students #1 and #7 concurred that in translation, most students were not creative due to their weak linguistic skills, and hence they tended to rely on others' suggestions, or ICT tools when caught in a translation problem. However, students did not usually tend to change their views or the subjects of their attention when facing a problem. To explain this, student #3 in the interview said that "changing one's point of view is difficult since each person has "their own beliefs, characteristics, and personalities".

Being asked when to use creative skills in a translation task, student #6 responded that he would probably "allow" himself to be creative when translating literary texts.

Table 4. Students' collaboration skills

		n	M	S.D.
1	I freely share ideas and information with others easily.	80	4.11	1.05
2	I supported others in in-class translation activities and group projects.	80	4.37	0.8
3	I remain engaged in group projects even when a project moves away from my own immediate interests.	80	4.64	0.89
4	I routinely use time well to ensure things are done on time.	80	4.18	1.09
5	I am willing to take the leadership position.	80	3.04	0.72
6	I can move easily between leader and follower, assuming either role as needed to accomplish the task.	80	3.12	0.85

As seen from Table 4, students asserted that they were collaborative in group work and in-class tasks. This includes sharing materials, what they know, and the responsibility of other students in their team. Especially, students tended to keep engaging in the job of their team regardless of their area of interest, which is surprising to find out. They also reported being conscious of time as a way to collaborate well in a group.

Furthermore, all interviewed students thought the collaboration skills were like "survival skills in the modern time" (student #1) because, to them, "most of us work in teams now, and in the future, it's likely we will work in teams for big projects, too" (student #6).

In contrast, leadership skills are not students' strengths. They could contribute to the team's work as members but were not sure if they would be ready to take the leading position. Hence, not all thought they could flexibly change roles between a leader and a member when required.

This is explained in the interview with students #1, #6, and #8. They all agreed that students could have been more proactive when it came to leadership. "They are afraid of taking more responsibility without any reward" (students #1 and #8), and "students are accustomed to doing the assigned tasks by someone else, not assigning tasks to others" (student #6). Students #3 and #10 both mentioned the "required traits" in a team leader, such as being determined, decisive, convincing, and influential. According to them, while some qualities are learned, some are innate that "not everybody can possess". This is why some students were reluctant when required to be the team leader.

Table 5. Students' communication skills

		n	M	S.D.
1	I voiced my ideas about how the team could work better together.	80	4.24	0.83
2	I convinced others to listen to my ideas.	80	3.58	0.91
3	I frequently seek feedback from my team members about the quality of my work.	80	4	0.94
4	I value the opinions of others when working on a team project.	80	4.36	0.86
5	I discuss my views, even if those views are different from the team to engage the team in an open discussion.	80	4.48	0.84

As revealed in table 5, students highly evaluated their communication skills. They were not afraid to give their opinions in the group openly while understanding there might be different points of view (M=4.48, SD=0.84). These were for the purpose of better group work. Nonetheless, only some students would always try to protect their ideas in a group discussion (M=3.58). Student #3 said, "There was a time my translation part was okay, but when the leader wanted to change it, I did not attempt to keep my part and agreed to disagree, which was a pity."

When asked about the advantages of working in groups with others, student #1 said that the group she was leading in the course was also the group she had worked with for the last two years in every subject. This may be one reason why some students did not have much difficulty communicating in groups.

Students #1 and #9 thought having good communication, and teamwork skills supported their translation learning since they could learn "different good things from different team members" (student #1), especially in tight time-bound tasks. Student #1 added, "I'm not good at Vietnamese, so when my team translated a literary passage from English into Vietnamese, a member of my team supported us a lot because she has a big Vietnamese lexical repertoire."

These results supported the ideas of Kelly (2005) mentioned in the literature. However, these are skills that students assumed themselves to have, not necessarily skills they really achieved. When being interviewed about why the group project sometimes was not consistent throughout, hence, did not show good group work, student #5 said that it was possible to agree on the terminologies when doing a translation task, but it was much more challenging to have a consistent style and tone throughout the translated passage because each of them was mainly in charge of one part in the task.

Nonetheless, student #8 had a different idea on this. She said that groups could always work together to conform to the chosen lexical items and tones of the translation work. Teams that had inconsistent translation work showed weak communication and collaboration skills. She admitted that sometimes teams did not have meetings enough to have a better group product.

Table 6. Students' ICT skills

		n	M	S.D.
1	I know how to use the technologies to look for information including background encyclopedic and specialized information to support my work.	80	3.93	0.93
2	I know which source of information, for example, which website, is trustworthy.	80	4	0.94
3	I can efficiently use supporting tools such as Google Translate, Mobile Dictionary Apps, or similar software.	80	4.4	0.89
4	I can effectively use tools such as Microsoft Teams, Google Drive, Google Doc, Google Slides, or One Drive to share and store collaborative works.	80	4.18	0.86
5	I utilize the school e-learning to find information about the course, materials, and assignments.	80	3.89	1.15
6	I have no trouble getting used to new technologies introduced to me in my translation training.	80	3.71	1.03

As seen from the table, most students thought they had the necessary ICT skills in their translation training. With an impressive mean above 4.4 and not a very big standard deviation of 0.89, the students considered themselves to effectively use dictionary applications and machine translating tools like Google Translate.

Because this needs further discussion, students were asked how they thought of these tools in the interview. All the students agreed on the benefit of Google Translate; for example, it helped "save time on typing the text" (students #6, 7, and 9) and "effectively translate texts with the simple syntax" (student #3). However, the students all concurred that Google Translate could act as a "double-edged sword" (student #2) if one was not critical enough or competent enough in both languages, he would rely on Google Translate whenever it came to translation; and consequently, he would not develop his translation competence.

Likewise, students seemed to be confident with their skills in using collaborative platforms such as those of Microsoft and Google (M=4.18). They were sensible about how to get encyclopedic and thematic information, as well as which source of information they could trust. In the interview, students #1, 3, and 7 thought these skills were "most important" in this era. According to student #3, "translating texts requires meticulous work from translators, yet it gives people a chance to use supporting tools and search for related information"; therefore, good ICT skills were essential to translators.

"Learning how to use collaborative platforms is very relevant to me in this translation course as we have group work every class meeting", said student #2. Student #8 added that knowing how to use these platforms supported her in building an e-portfolio that might be useful for her future job-seeking.

Though students' opinions reflected the discussions of Coban (2015), Ivanova (2016), Martin (2008), and Valtonen et al. (2021), the interviews with students added one idea. The students said they were ICT literature not only when they could use technologies confidently, efficiently, and critically but when they could help improve the existing technologies as well. Indeed,

student #3 said when she found some mistranslated terms suggested by Google Translate, she helped suggest better terms for Google Translate.

However, these are skills that students assumed themselves to have, not necessarily skills they really achieved. When being interviewed about why the group project sometimes was not consistent throughout, hence, did not show good group work, student #5 said that it was possible to agree on the terminologies when doing a translation task, but it was much more challenging to have a consistent style and tone throughout the translated passage because each of them was mainly in charge of one part in the task.

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Conclusion

From what was analyzed and discussed above, it can be seen that the findings of students' perceptions of 21st-century skills are in alignment with what was previously discussed in the literature. Students were confident of these skills, especially interpersonal skills such as communication and collaboration skills, together with ICT skills, while still emphasizing the roles of intrapersonal skills such as critical and creative skills.

The interviews revealed that though they still highlighted the importance of linguistic competence, students did not overlook the roles of 21st-century skills in building their translation competence. It is a positive sign that they tended to view translation competence holistically and not focus too much on just bilingual competence.

The study revealed some new perspectives from students, such as the factors that hinder them from developing certain skills. The obsession with grades and the long-standing belief that it is important to live in harmony with others are factors constraining some students' critical thinking. Not very updated topics in the course book itself are also one reason for some students not showing interest and not developing their critical capability. The fixed personal point of view is also preventing some students from thinking creatively in their translation training. As for communication and collaboration skills, some group products from the students did not really show effective group work due to inadequate group meetings and the lack of consensus on lexical, syntactical, and tone choices.

Accordingly, there are some implications for students. Because it is a long way from students' perception to their performance, they should continuously attempt to learn and apply the skills of the 21st century in their translation training since these skills are significantly important in building all the sub-competence in translation competence.

As for translation teachers and trainers, it is also crucial to treat all the translation competence as a multi-dimensional model. Therefore, when guiding and assessing students, teachers and trainers should not focus on students' linguistic skills only, nor should they evaluate the translated text as the only product of the translation process. Instead, they should also look at other skills students develop and attain through translation processes, such as planning, working in teams, managing, and self-evaluating their translation tasks. Also, because using supporting technology effectively is now an indispensable skill in translation, teachers should have an open mind about this and think of ways to integrate technologies into translation classrooms positively. Furthermore, teachers should instantly reevaluate the course book and class

materials that can interest students and encourage their cognitive and metacognitive skills.

Finally, there are some implications for future research. This is a single case descriptive study with a small sample size; therefore, bias cannot be thoroughly eliminated, and the confidence level is not high enough. Moreover, the qualitative data were manually analyzed without any structural, reliable analytic tool or software. Hence, future studies are expected with bigger sample sizes, random sampling techniques, and perhaps different research methods rather than just descriptive studies in order to yield more reliable and in-depth findings in this area.

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Biodata

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