Preserving Cultural Values in Translation to English

Hoang Thi Hue, Assoc

Deputy of Head Office of Science, Technology and International Cooperation, Department of Literature and Linguistic, University of Education, Hue University 34 Le Loi street, Hue city, 5300, Vietnam
Email: hoangthihue@hueuni.edu.vn,

Thao Do Phương, PhD

Vietnam Goverment, Ha Noi City, Viet Nam

Nguyen Nguyen Hoang

Hue University, Viet Nam
34 Le Loi street, Huecity, Vietnam
Email: nguyen@dhsphue.edu.vn

Abstract

Translators and authors need to transform cultural values from one language to another. The cultural values of any society are different and inter-culture harmony is achieved by sharing positive cultural values. Preserving cultural values in language translation has become a challenge. The research investigates the relationship between cultural awareness, linguistic awareness, and language translation for preserving cultural values for translation into English. Current research also aims to determine the mediating role of culture-specific items between cultural awareness and language translation. This is a cross-sectional study, and data is collected from English language translators. The research findings highlight that cultural values can be preserved when translators have information about cultural, linguistic, and culture-specific items. This research is developed on a novel idea and contributes a powerful framework to the body of knowledge. The study has remarkable theoretical and practical implications that are critically important for improving the body of knowledge by addressing the gap. Furthermore, the practical implications of this research would enhance the language translation practices of the translators to improve their better understanding of cultural values preserved in the translation. The research leads to some future directions to be addressed by scholars based on the limitations of this research.

Introduction

Translating documents from one language to another is common in the global era when knowledge is shared (Brisset et al., 2021). The worthy texts and pieces of literature are translated from one language to another for study and other helpful awareness. The tourist guides and magazines are also translated from one language to another for the tourists' information. Similarly, translating newspapers and other literary documents has become critical as people belong to different linguistic backgrounds and share their information with others. They need translators (Camgoz et al., 2018). Indeed, English has become a worldwide language of communication, and most documents are translated into the English language for the awareness and information of the people. English language importance is necessary because almost people all around the world can understand this language (Zaveckaite et al., 2018). Therefore, many translators are working on translating documents and books from another language into English.

The authors and writers of different documents and books have different cultural values that are depicted in the documents (M. F. Teng, Wang, et al., 2022). The plays by the Norwegian writers depict Norway's culture and values that must be translated into English when the whole document is translated into a completely different language (Espin et al., 2017). Similarly, the literature available in Japanese and Chinese is translated into

English on a large scale, but very little focus is presented on cultural values. Instead, the information is translated (Aglina et al., 2020). Many authors are not happy with their translated work into the English language because they believe the core information is missing and it is not presented in the right way (Karlen, 2017). However, some authors also complained to the translators to ensure that the cultural products and other values should be translated into English (Baaijen et al., 2014). Every culture has values that must be protected in the translated works (Esmaeili, 2002).

The identified literature in the body of knowledge has discussed different aspects of language translations (Khoza-Shangase et al., 2018; Schouten et al., 2020). Indeed, the study has discussed the knowledge and understanding of the translators for their language translation. Meanwhile, many studies have examined that cultural importance should be valued in the translated work because this is necessary to produce good inter-culture relations (Khoza-Shangase et al., 2018; Mashudi et al., 2022; MHum et al., 2016). However, studies have reported that translation is not an easy job and transforming one language into another is easy, but the translators are not appropriately working on translating one culture into another culture (Baaijen et al., 2014; Chuo, 2007; Iraji et al., 2016; L. S. Teng et al., 2018). On these grounds, the study has identified a clear gap in the body of knowledge that was not deliberated by the existing research. Therefore, the research is based on the distinct gap in knowledge that need to be addressed by this study's core findings. Furthermore, the identified literature revealed that this gap would enhance cultural understanding in language translation.

The research investigates the relationship between cultural awareness, linguistic awareness, and language translation for preserving cultural values for translation into English. Furthermore, this study also identified the mediating role of culture-specific items between cultural awareness and language translation. This research is developed on a novel idea and contributes a significant framework to the body of knowledge. The study has remarkable theoretical and practical implications that are critically important for improving the body of knowledge by addressing the gap. Furthermore, the practical implications of this research would enhance the language translation practices of the translators to improve their better understanding of cultural values preserved in the translation. The study has pointed out some future directions to be addressed by scholars based on the limitations of this research.

Literature Review

The cultural values of any nation are represented by different items, including its food and other values (Brisset et al., 2021). The culture of any nation is proud of its people because they happily accept their cultural values. Awareness of the culture is possible when people are highly informed about any culture with a detailed study and have better knowledge of it (Kowallik et al., 2021). Cultural awareness is considered

the key trait for a better understanding of cultural values because every culture has some set of norms and beliefs (Liu, 2020). Accepting cultural beliefs is possible when other people have information about the culture's specific items, including food and dress (Mubarok et al., 2018). These cultural values are essential in modern times because people live in a more organized world due to globalism and must have cultural understanding and awareness (Preece et al., 2021). The awareness of the culture provides a sense of respect for people of opposite cultures with different living standards and values (Xiaoting et al., 2022). The awareness of the culture has become necessary because it informs people about the cultural understanding of other people, which is the possible way to get other people's cultural values (Mohapatra, 2019).

Hypothesis 1: Cultural awareness has an impact on culture-specific items.

Translating language is not easy because it is time-consuming and demands more understanding of the language (Mubarok et al., 2018). The translators of any language have essential information about cultural values, but they have less reflected in their translations due to their no interaction with the culture (Mohapatra, 2019). Many translators believe that culture is essential in any document because the context of the writing matters a lot; therefore, it must be reflected in the translated work (Brisset et al., 2021). The people believe that books with cultural understanding in translations are necessary to share information because the authors also represent culture (Mencía et al., 2018). However, minimal emphasis on cultural values is presented in texts written in any culture's context (Bhatti et al., 2020). People may believe that their cultural values are different from others. Still, they must ensure that the translated language is not only the sharing of information, but it should be in a border sense, and cultural understanding must be depicted clearly (Preece et al., 2021). Awareness of the culture is key for successfully translating work from one culture to another, significantly impacting cultural values and understanding (Brisset et al., 2021).

Hypothesis 2: Cultural awareness has an impact on language translation.

The culture of any nation is represented by its values and material things. Cultural awareness is possible when the appropriate information about cultural understanding is shared productively, and any culture is represented by its items (Bevilacqua et al., 2020). The foods represent culture because these food items have a cultural association. Similarly, the dress and living style of the people have significant information about their culture because they are represented by their culture (Sherry, 2018). Moreover, in international literature that is translated into many languages, the role of culture is necessary to depict as the writers in English literature have depicted the cultural values in their work and studies (Brisset et al., 2021). The culture of any nation is proud of it, and they have some association with it (Mubarok et al., 2018). The authors who translate work from one language into another must be careful to share cultural

information realistically by the culturally specific items necessary to represent any culture (Malmkjær, 2022). The cultural association of people is essential. Culture-specific items are accurate representations of any culture. Moreover, the translator who has specific information about any culture, they try to translate that information into the other culture for a better understanding of the text in literature (L. S. Teng et al., 2018).

Hypothesis 3: Culture-specific items have an impact on language translation.

Information about any language is necessary to translate work from one language to another (Kowallik et al., 2021). Translators who don't have language information and are not aware of the culture are not required to translate any work (Sherry, 2018). The narration of one language to another is possible finely when the translators have reasonable information about the language of translation in the culture. The translation of any language becomes worthy when the cultural and social context of the text is presented appropriately (Malmkjær, 2022). Indeed, no text or work is written without context, as translators' social and cultural influence always influences their work (Limpo et al., 2017). Therefore, translators must get the appropriate knowledge of both languages because, without linguistic information, it would be entirely useless to translate one document into another (Allagui, 2014). The information about the construction and the social use of language is necessary for cultural awareness because such information can provide a better way for language translation (Liu, 2020). The documents written in any language should be translated by experts who have the appropriate information about the text's language and culture, which is critical for rational translation (Huang, 2021).

Hypothesis 4: Linguistic awareness has an impact on language translation.

Some items of it represent the cultural values of any nation. Awareness of culture and linguistics is critical for translating one document to another (Xiaoting et al., 2022). The cultural understanding of the translators makes their work worthwhile when they are productively depicting the original cultural values (Graham et al., 2019). Translating any text is not an easy task. After all, it is time-consuming as it demands awareness of the text's social, political, cultural, and historical background (Malmkjær, 2022). When a translator uses his subjective approach in his work, it is not appropriate because a translator must work on the nature and culture of the text while translating it into another language (Wolbers et al., 2015). Language translation is an exciting task when the translators have appropriate cultural awareness based on this cultural awareness. Reasonable actions can be taken to transform culture from one language into another language (Mubarok et al., 2018). However, a limited number of translators follow the proper method of rational translation by avoiding their subjective approach to their translated work (Huang, 2021). The cultural food, dress, values, and norms must be translated into a document for better understanding for readers.

Hypothesis 5: Culture-specific items mediate the relationship between cultural awareness and language translation.
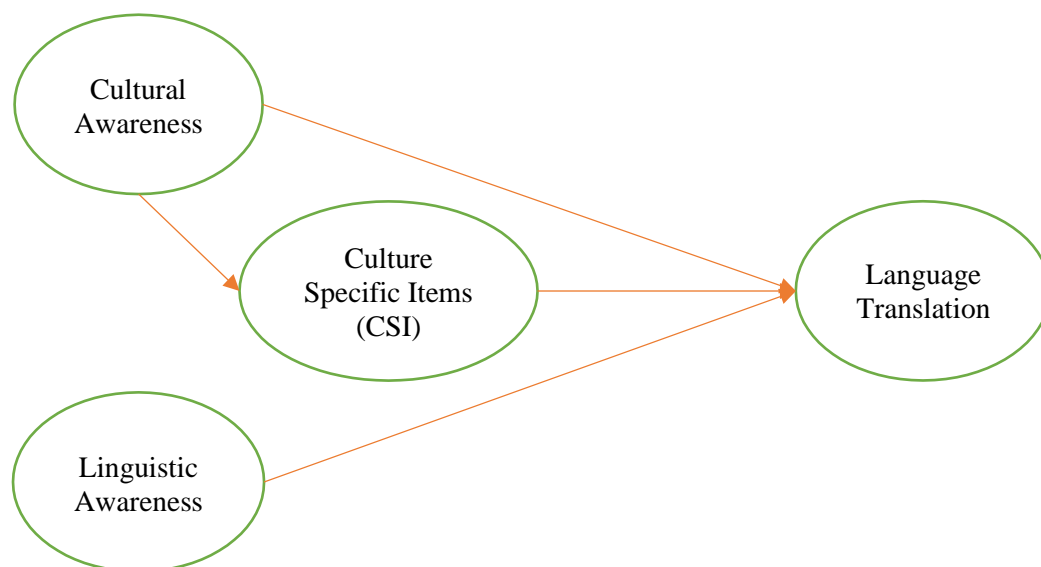

Figure 1. Theoretical Framework

Methodology

This study has measured the "cross-sectional" data for its findings. The "primary data" is considered because it is about the language translators and their language translations. The "population" of this study was the English language translators, which were very limited in numbers. The translators of English language from different English language press are targeted, and the "sample size" of this research is 23. The authors have taken information about English translators from other press websites. An introductory "email" with the questionnaire was provided to the respondents along with the study questionnaire. The respondents agreed to participate in the study's data collection process because they found it exciting research work. Furthermore, the "questionnaire" for this research is based on the data "measurement items" taken from earlier studies to collect the response from the target population. A "seven-point Likert scale" questionnaire was adopted in this research for all variables of the study. The items for cultural awareness were adapted in this research after confirming the "validity and reliability" with the "confirmatory factor analysis" of the source study. The "Cronbach's Alpha > 0.70 and factor loadings > 0.60" are useful items. Therefore, the items for cultural awareness achieved the recommended threshold of "validity and reliability." Secondly, the items for linguistic understanding were adopted in this research after confirming the "validity and reliability" with "α > 0.70 and factor loadings > 0.60". Thirdly, the items for culture-specific items adapted in this research after confirming the "validity and reliability" with "α > 0.70 and factor loadings > 0.60". Finally, the items for language translation were adapted in this research after confirming the "validity and reliability" with "α > 0.70 and factor loadings > 0.60". This research has

reviewed the questionnaire from the experts for the "face validity" of the items research experts. After confirming the "face validity," the scale items are included in the questionnaire. The research has used statistical tools for the "measurement model & structural model" for study findings.

Findings and Results

The study used "kurtosis and skewness" values for the normality test of data. Also, according to Henseler et al. (2014), "a general guideline for skewness is that if the number is greater than +1 or lower than –1, this is an indication of a substantially skewed distribution, and for kurtosis, the general guideline is that if the number is greater than +1, the distribution is too peaked." Table 1 describes the study has normality in its findings.

Table 1. Normality Test

Items	Mean	Standard Deviation	Excess Kurtosis	Skewness
CA1	3.243	1.498	-0.421	0.101
CA2	3.235	1.8	-0.561	0.464
CA3	3.509	1.871	-0.763	0.335
CA4	3.465	1.883	-0.758	0.395
CA5	3.504	1.675	-0.391	0.3
CA6	3.474	1.79	-0.655	0.262
LA1	3.478	1.831	-0.871	0.17
LA2	3.657	1.846	-0.751	0.209
LA3	3.678	1.844	-0.715	0.317
LA4	3.648	1.893	-0.698	0.377
LA5	3.526	1.845	-0.643	0.391
LA6	3.543	1.826	-0.571	0.372
CSI1	3.557	1.875	-0.732	0.337
CSI2	3.448	1.768	-0.465	0.431
CSI3	3.517	1.89	-0.865	0.23
CSI4	3.452	1.788	-0.595	0.311
CSI5	3.652	1.735	-0.55	0.26
LT1	3.052	1.465	-0.021	0.645
LT2	3.161	1.488	0.559	0.91
LT3	3.217	1.425	0.911	0.963
LT4	3.135	1.446	0.518	0.788
LT5	3.091	1.379	0.606	0.707
LT6	3.178	1.506	0.328	0.708

The study "validity and reliability" is determined by the values of "Cronbach's alpha > 0.70, composite reliability (CR) > 0.70, average variance extracted (AVE) > 0.50, and factor loadings > 0.60" (F. Hair Jr et al., 2014; Ramayah et al., 2018; Wong, 2013). The findings of the study available in Table 2 describe that all endorsed threshold is achieved.

Table 2. Validity and Reliability

Variables	Items	Description	Factor Loadings	α	CR	AVE
Cultural Awareness	CA1	"I think cultural values are important to me.	0.895	0.951	0.961	0.804
	CA2	I believe every culture has different norms.	0.904			
	CA3	I understand the values and specific items of other cultures.	0.900			
	CA4	Culture reflects the norms and beliefs of nations.	0.880			
	CA5	Culture is the separate identity of every culture.	0.893			
	CA6	People from other cultures have different values."	0.908			
Culture-Specific Items	CSI1	"I know the cultural items of other cultures.	0.893	0.942	0.956	0.813
	CSI2	Culture-specific items are necessary for cultural understanding.	0.902			
	CSI3	Cultural items reflect any specific culture	0.913			
	CSI4	Every culture contains different specific items.	0.904			
	CSI5	Culture has distinct values and items for people."	0.896			
Linguistic Awareness	LA1	"I know the language information.	0.878	0.951	0.961	0.803
	LA2	I know the foundation of the English language.	0.893			
	LA3	I consider language construction before working on it.	0.905			
	LA4	The entomology of any language is its fundamental value.	0.929			
	LA5	Each language has a different origin of language.	0.913			
	LA6	Language has different context and construction for contextual meanings."	0.866			
Language Translation	LT1	"Language translation is an easy task.	0.866	0.952	0.961	0.806
	LT2	Language translation is a complicated task.	0.901			
	LT3	I can translate any document into the English language.	0.900			
	LT4	I have helpful information about language translation.	0.902			
	LT5	My language translation is reasonable for reading.	0.896			
	LT6	Language translation is a hard job."	0.910			

The "discriminant validity" of the study is checked by the "Heteritrait-Monotrait (HTMT)" method. The recommended value "HTMT < 0.90" is deliberated by Gold et al. (2001). The research findings in Table 3 demonstrate that the study has appropriate discriminant validity in results. Therefore, the items of the study have distinctions in data.

Table 3. Discriminant Validity

	Cultural Awareness	Culture-Specific Items	Language Translation	Linguistic Awareness
Cultural Awareness				
Culture-Specific Items	0.768			
Language Translation	0.739	0.778		
Linguistic Awareness	0.693	0.695	0.704	

The study employed a "measurement model" to check the findings of hypothesis relationships. The study has a threshold of "t > 1.96 and p > 0.05" recommended for substantial hypothesis (Ringle et al., 2015). The findings disclosed that cultural awareness impacts culture-specific items, and the first hypothesis is significant "t = 97.078 and p = 0". Similarly, the conclusions disclosed that cultural awareness impacts language translation, and the second hypothesis is significant "t = 3.627 and p = 0". Thirdly, the findings disclosed that culture-specific items impact language translation, and the third hypothesis is significant "t = 5.928 and p = 0". Fourthly, the findings disclosed that linguistic awareness impacts language translation, and the fourth hypothesis is significant "t = 4.974 and p = 0". Finally, the conclusions disclosed that culture-specific items mediate the relationship between cultural awareness and language translation, and the fifth hypothesis is significant "t = 5.437 and p = 0". The results are available in Table 4.

Table 4. Hypotheses Path

Path	β	SD	T	P
Cultural Awareness -> Culture-Specific Items	0.917	0.009	97.078	0
Cultural Awareness -> Language Translation	0.676	0.186	3.627	0
Culture-Specific Items -> Language Translation	0.166	0.028	5.928	0
Linguistic awareness -> Language Translation	0.194	0.039	4.974	0
Cultural Awareness -> Culture Specific Items -> Language Translation	0.261	0.048	5.437	0

Discussion and Conclusion

This research has significant findings, and the results accept its developed hypotheses. Firstly, it has determined that cultural awareness impacts

culture-specific items. Earlier studies support these findings. Any country's cultural values can be reflected in a variety of ways, including through its food and other aspects of life (Xiaoting et al., 2022). Any nation's culture makes its citizens proud because they joyfully embrace its cultural ideals. Cultural awareness is achievable when people are well-informed about any culture through a detailed study and have better knowledge of it (Sherry, 2018). Undoubtedly, every culture has its own set of rules and beliefs. Cultural awareness is considered essential for a better understanding of cultural values. When other people are aware of specific cultural objects, such as cuisine and clothing, they are more likely to embrace cultural values. Due to globalization and individuals living in a more organized society, these cultural values are significant in the present era and require cultural knowledge and understanding (Malmkjær, 2022). Understanding another culture's way of life and its different values fosters respect for those from that culture (M. F. Teng, Qin, et al., 2022). Since it teaches people about other people's cultural understanding and provides a potential route to understanding their cultural values, cultural awareness has become essential (Limpo et al., 2017).

Secondly, it has been determined that cultural awareness impacts language translation. Earlier studies support these findings. Language translation is difficult since it takes time and requires a deep understanding of the target language (Graham et al., 2019). The cultural values of any language are well known to translators, but because they have no contact with the culture, these values are less reflected in their translations. Because the writing setting is so significant, many translators think culture is a crucial component of any document and must be conveyed in the final product (Bevilacqua et al., 2020). People think books with accurate cultural translations are essential for spreading information because authors also reflect cultures in their writing. However, books written in the context of any culture place relatively little emphasis on cultural values (Sherry, 2018). People may think that the values of their culture differ from those of others. Still, they must ensure that the translated language is not just for information sharing but also in a border sense and must clearly express cultural understanding (Malmkjær, 2022). The ability to successfully translate work from one culture to another, which significantly impacts cultural values and comprehension, depends on cultural awareness (Becker, 2016).

Thirdly, it has determined that culture-specific items impact language translation. Earlier studies support these findings. Any country's entire culture is reflected in its ideals and tangible possessions (M. F. Teng, Wang, et al., 2022). Cultural awareness is achievable when relevant knowledge regarding cultural understanding is effectively transmitted, and any culture is represented by its objects. Since these food products have cultural associations, they serve as cultural representations (Mencía et al., 2018). Similarly, because people are represented by their culture, how they dress and live has a tremendous impact on that culture. Additionally, much as writers of English literature have portrayed cultural values in their

works and studies. It is essential to depict the function of culture in worldwide literature that is translated into numerous languages (Espin et al., 2017). Any country's culture takes pride in this and has specific associations with it (Aglina et al., 2020). When translating a work from one language to another, the authors must realistically convey cultural information and give cultural knowledge in a realistic way that includes all relevant culturally specific elements (Sherry, 2018). Culture-specific objects accurately represent any culture, and people must be associated with their respective cultures. Furthermore, for a better understanding of the literary work, translators who are familiar with a particular culture attempt to translate that knowledge into the target culture (Geng et al., 2022).

Fourthly, it has been determined that linguistic awareness impacts language translation. Earlier studies support these findings. Knowledge of any language is required to convert a piece of writing from one language to another (Limpo et al., 2017). These translators are not needed to translate any work because they lack the necessary language knowledge and cultural understanding (Malmkjær, 2022). When the translators have adequate knowledge of the target language's place in the target culture, narration from one language to another can be done well. When the cultural and social background of the book is adequately presented, a translation into any language is considered worthwhile (Allagui, 2014). No text or writing is composed in a vacuum; instead, the translator's social and cultural influences always impact the final product (Sherry, 2018). Since it would be utterly pointless to translate one text into a different one without linguistic skills, translators must acquire the necessary knowledge of both languages. Cultural awareness requires knowledge of how languages are created and used in society since this knowledge can facilitate better language translation (Aglina et al., 2020). Only professionals with knowledge of the target language and culture should translate texts written in any language, as this is necessary for an accurate translation.

Finally, it has been determined that culture-specific items mediate the cultural awareness impact on language transition. Earlier studies support these findings. Several objects in any culture serve to express its cultural ideals. Cultural and linguistic understanding is crucial when translating a document from one language to another (Sherry, 2018). When translators successfully represent the original cultural values, it is a testament to the translators' cultural awareness that their labor is worthwhile (Graham et al., 2019). Any interpretation task is problematic because it takes time and requires knowledge of the source material's social, political, cultural, and historical context. Because a translator is expected to focus on the nature and culture of the text when translating it into another language, using a qualitative methodology in his work is not the proper technique for translation (Becker, 2016). When interpreters have the necessary cultural understanding, translating into another language is fascinating since sensible steps can be performed to translate a culture from one language to another. Nevertheless, a small percentage of translators adhere to the

correct method of rational interpretation by excluding their subjective viewpoint from their translated work (Khoza-Shangase et al., 2018). For readers to grasp a paper better, it is vital to translate cultural foods, attire, values, and traditions.

Theoretical and Practical Implications

Practically as well as theoretically, the current study has tremendous implications that are critically important for preserving cultural values in translation. Theoretically, this study has enhanced the body of knowledge related to language translation as the framework of this research is a significant contribution to literature. The research has introduced three new factors in the model of language translation. Firstly, it has emphasized that cultural awareness is necessary to preserve culture in translating the text into English. This relationship is new because the existing research in the body of knowledge has neglected cultural awareness in findings. Secondly, current research introduced that linguistic understanding is necessary to preserve culture in translating text into English. Similarly, this association is new because the existing research in literature has neglected linguistic awareness in findings. Moreover, the research model deliberated that culture-specific items are necessary to preserve culture in translating the text into English. Also, this relationship is new because the existing research in the body of knowledge has neglected culture-specific items. Furthermore, the research has identified the mediating relationship of culture-specific items between cultural awareness and language translation which is also a remarkable contribution of this study to language translation knowledge.

Meanwhile, the practical implications of this research are also critical, along with its theoretical significance. The study has emphasized that English language translators must have cultural awareness because, based on cultural awareness, they can make appropriate decisions necessary for the rational translation of documents in the English language without compromising on the cultural values of the text belonging to any other language or society. Cultural awareness can improve cultural documents because when the cultural information is translated, the text would sound better having appropriate information, and the translators must be apricated. This way, the translators must get more information about the text culture before translating it. When they have approbative details on the culture, they avoid any subjective approach to interpreting the text during the translation.

Furthermore, the researchers emphasized that translators must have information about the linguistics of the original text because, without linguistic knowledge, it would be useless for the authors to translate the text when they don't have helpful information about it. Indeed, translators must get in touch with the culture and understand the basics of their language before translation. Notably, the research pointed out that along with linguistic and cultural information, translators must have appropriate

knowledge and information about the culture-specific items because these items are critical in any culture. The information about these items would provide a better understanding and working environment to the people of other cultures with important information about different cultures. Also, cultural awareness is necessary for translators, but these translators of English must learn about the culture-specific items to preserve the cultural values in translations.

Future Directions

The objective of the current research is achieved as it has identified that cultural awareness, linguistic awareness, and culture-specific items are necessary for translating a text into English while preserving cultural values. Meanwhile, this research has contributed a significant model to the body of knowledge. However, similar to the other essential studies, this research has some limitations in its model and methodology. The first limitation of this research is its data collection and sample method. Since this research has collected the data only from 20 translators with a "cross-sectional" technique, the research work in the future should collect longitudinal data from the translators of the English language and measure the way cultural awareness, linguistic awareness, and culture-specific items impact language translation. Secondly, the research has discussed cultural awareness but has not deliberated a roadmap for cultural understanding of English translators. Thus, the research by scholars in the future should determine the impact of cultural text reading on cultural awareness to improve the cultural awareness of the translators for English translation. Thirdly, this study hasn't discussed any moderating impact, yet other studies reflect that teamwork can moderate the relationship between cultural awareness and language translation. Therefore, future studies may explore the role of collaboration as a moderator between cultural awareness and language translation to extend this model of English language translation for preserving cultural values.

References

Aglina, E. F., Rohmatillah, R., & Syamsiah, N. (2020). The correlation between students' metacognitive awareness and their anxiety in writing performance. *English Education: Jurnal Tadris Bahasa Inggris, 13*(1), 63-74. doi: https://doi.org/10.24042/ee-jtbi.v13i1.6594

Allagui, B. (2014). Writing through WhatsApp: an evaluation of students writing performance. *International Journal of Mobile Learning and Organisation, 8*(3-4), 216-231. doi: https://doi.org/10.1504/IJMLO.2014.067022

Baaijen, V. M., Galbraith, D., & de Glopper, K. (2014). Effects of writing beliefs and planning on writing performance. *Learning and Instruction,33*,81-91.doi:

https://doi.org/10.1016/j.learninstruc.2014.04.001

Becker, A. (2016). Student-generated scoring rubrics: Examining their formative value for improving ESL students' writing performance. *Assessing Writing, 29*, 15-24. doi: https://doi.org/10.1016/j.asw.2016.05.002

Bevilacqua, M., & Navigli, R. (2020). *Breaking through the 80% glass ceiling: Raising the state of the art in word sense disambiguation by incorporating knowledge graph information.* Paper presented at the Proceedings of the 58th Annual Meeting of the Association for Computational Linguistics, 2854-2864. doi: http://dx.doi.org/10.18653/v1/2020.acl-main.255

Bhatti, N., & Nimehchisalem, V. (2020). A review of research on student self-assessment in second/foreign language writing. *Indonesian JELT: Indonesian Journal of English Language Teaching, 15*(2), 125-151. doi: https://doi.org/10.25170/ijelt.v15i2.1846

Brisset, A., Gill, R., & Gannon, R. (2021). The search for a native language: Translation and cultural identity. In *The translation studies reader* (pp. 289-319): Routledge, 289-319. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9780429280641-31.

Camgoz, N. C., Hadfield, S., Koller, O., Ney, H., & Bowden, R. (2018). *Neural sign language translation.* Paper presented at the Proceedings of the IEEE conference on computer vision and pattern recognition, 7784-7793. Retrieved from https://openaccess.thecvf.com/content_cvpr_2018/papers/Camgoz_Neural_Sign_Language_CVPR_2018_paper.pdf

Chuo, T.-W. I. (2007). The Effects of the WebQuest Writing Instruction Program on EFL Learners' Writing Performance, Writing Apprehension, and Perception. *Tesl-ej, 11*(3), n3. Retrieved from https://files.eric.ed.gov/fulltext/EJ1065001.pdf

Esmaeili, H. (2002). Integrated reading and writing tasks and ESL students' reading and writing performance in an English language test. *Canadian Modern Language Review, 58*(4), 599-620. doi: https://doi.org/10.3138/cmlr.58.4.599

Espin, C. A., Weissenburger, J. W., & Benson, B. J. (2017). Assessing the writing performance of students in special education. In *Students who are exceptional and writing disabilities* (pp. 55-66): Routledge, 55-66. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9780203063293-4.

F. Hair Jr, J., Sarstedt, M., Hopkins, L., & G. Kuppelwieser, V. (2014). Partial least squares structural equation modeling (PLS-SEM). *European Business Review, 26*(2), 106-121. doi: https://doi.org/10.1108/EBR-10-2013-0128

Geng, J., & Razali, A. B. (2022). Effectiveness of the Automated Writing Evaluation Program on Improving Undergraduates' Writing Performance. *English Language Teaching, 15*(7), 49-60. Retrieved from https://eric.ed.gov/?id=EJ1352783

Gold, A. H., Malhotra, A., & Segars, A. H. (2001). Knowledge management: An organizational capabilities perspective. *Journal of Management*

Information Systems, 18(1), 185-214. doi: https://doi.org/10.1080/07421222.2001.11045669

Graham, S., Harris, K. R., Fishman, E., et al. (2019). Writing skills, knowledge, motivation, and strategic behavior predict students' persuasive writing performance in the context of robust writing instruction. *The Elementary School Journal, 119*(3), 487-510. doi: https://doi.org/10.1086/701720

Henseler, J., Dijkstra, T. K., Sarstedt, M., et al. (2014). Common beliefs and reality about PLS: Comments on Rönkkö and Evermann (2013). *Organizational Research Methods, 17*(2), 182-209. doi: https://doi.org/10.1177/1094428114526928

Huang, P. (2021). On Chinglish in Chinese-English Translation and Its Countermeasures: Taking Translation of Modern Chinese Prose as an Example. *Open Access Library Journal, 8*(6), 1-8. doi: https://doi.org/10.4236/oalib.1107472

Iraji, H. R., Enayat, M. J., & Momeni, M. (2016). The effects of self-and peer-assessment on Iranian EFL learners' argumentative writing performance. *Theory and Practice in Language Studies, 6*(4), 716. doi: http://dx.doi.org/10.17507/tpls.0604.08

Karlen, Y. (2017). The development of a new instrument to assess metacognitive strategy knowledge about academic writing and its relation to self-regulated writing and writing performance. *Journal of Writing Research, 9*(1), 61-86. doi: https://doi.org/10.5167/uzh-144670

Khoza-Shangase, K., & Mophosho, M. (2018). Language and culture in speech-language and hearing professions in South Africa: The dangers of a single story. *South African Journal of Communication Disorders, 65*(1), 1-7. doi: http://dx.doi.org/10.4102/sajcd.v65i1.594

Kowallik, K. V., & Martin, W. F. (2021). The origin of symbiogenesis: An annotated English translation of Mereschkowsky's 1910 paper on the theory of two plasma lineages. *Biosystems, 199*, 104281. doi: https://doi.org/10.1016/j.biosystems.2020.104281

Limpo, T., & Alves, R. A. (2017). Written language bursts mediate the relationship between transcription skills and writing performance. *Written Communication, 34*(3), 306-332. doi: https://doi.org/10.1177/0741088317714234

Liu, Z. (2020). A study on English translation of tourism publicity in coastal cities from the perspective of cross-cultural communication. *Journal of Coastal Research, 115*(SI), 87-89. doi: https://doi.org/10.2112/JCR-SI115-026.1

Malmkjær, K. (2022). Linguistics and the Language of Translation. In *Linguistics and the Language of Translation*: Edinburgh University Press. doi: https://doi.org/10.1515/9781474470667.

Mashudi, M., Nurmansyah, A., Saenko, N. R., Nurjamin, A., & Sharifullina, S. R. (2022). The Impact of English Cultural Awareness on Indonesian Advanced EFL Learners' Grammar Knowledge. *International Journal of Society, Culture & Language, 10*(1), 99-108. doi: https://doi.org/10.22034/ijscl.2021.246709

Mencía, M., Pold, S., & Portela, M. (2018). Electronic literature translation: Translation as process, experience and mediation. *Electronic Book Review*, 1-16. Retrieved from http://hdl.handle.net/10316/80727

MHum, N. E. W., MHum, C. E. T. W., & MHum, R. S. (2016). Learning media using wayang wong to introduce local wisdom of Javanese culture for the students of Indonesian language for foreign learners. *Researchers World, 7*(3), 48. Retrieved from https://d1wqtxts1xzle7.cloudfront.net/64079785.pdf

Mohapatra, A. K. (2019). Apropos Basanti in English Translation: Writing/Interrogating the New Woman. *Sambalpur Studies in Literatures and Cultures, 5*, 94-106. Retrieved from https://www.suniv.ac.in/docs/SSLC-2019.pdf#page=98

Mubarok, M. S., & Huda, N. S. (2018). *A multi-label classification on topics of quranic verses in English translation using Tree Augmented Naïve Bayes.* Paper presented at the 2018 6th International Conference on Information and Communication Technology (ICoICT): IEEE, 103-106.

Preece, J., & Rees, A. (2021). How Bilingual Novelists Utilize their Linguistic Knowledge: Towards a Typology of the Contemporary 'Modern Languages Novel'in English. *Modern Languages Open, 1*(2), 1–14. doi: http://doi.org/10.3828/mlo.v0i0.378

Ramayah, T., Cheah, J., Chuah, F., Ting, H., & Memon, M. A. (2018). Partial least squares structural equation modeling (PLS-SEM) using smartPLS 3.0. *An updated guide and practical guide to statistical analysis.* Retrieved from https://www.researchgate.net/profile/Hiram-Ting/publication/341357609

Ringle, C., Da Silva, D., & Bido, D. (2015). Structural equation modeling with the SmartPLS. *Bido, D., da Silva, D., & Ringle, C.(2014). Structural Equation Modeling with the Smartpls. Brazilian Journal Of Marketing, 13*(2), 18. Retrieved from https://ssrn.com/abstract=2676422

Schouten, B. C., Cox, A., Duran, G., et al. (2020). Mitigating language and cultural barriers in healthcare communication: Toward a holistic approach. *Patient Education and Counseling, 103*(12), 2604-2608. doi: https://doi.org/10.1016/j.pec.2020.05.001

Sherry, S. (2018). The language of cultural difference: figures of alterity in Canadian translation. In *Rethinking Translation* (pp. 159-176): Routledge, 159-176. Retrieved from https://www.taylorfrancis.com/chapters/edit/10.4324/9780429432385.

Teng, L. S., & Zhang, L. J. (2018). Effects of motivational regulation strategies on writing performance: A mediation model of self-regulated learning of writing in English as a second/foreign language. *Metacognition and Learning, 13*(2), 213-240. doi: https://doi.org/10.1007/s11409-017-9171-4

Teng, M. F., Qin, C., & Wang, C. (2022). Validation of metacognitive academic writing strategies and the predictive effects on academic writing performance in a foreign language context. *Metacognition and*

Learning, 17(1), 167-190. doi: https://doi.org/10.1007/s11409-021-09278-4

Teng, M. F., Wang, C., & Zhang, L. J. (2022). Assessing self-regulatory writing strategies and their predictive effects on young EFL learners' writing performance. *Assessing Writing, 51*, 100573. doi: https://doi.org/10.1016/j.asw.2021.100573

Wolbers, K. A., Dostal, H. M., Graham, S., Cihak, D., Kilpatrick, J. R., & Saulsburry, R. (2015). The writing performance of elementary students receiving strategic and interactive writing instruction. *Journal of Deaf Studies and Deaf Education, 20*(4), 385-398. doi: https://doi.org/10.1093/deafed/env022

Wong, K. K.-K. (2013). Partial least squares structural equation modeling (PLS-SEM) techniques using SmartPLS. *Marketing Bulletin, 24*(1), 1-32. Retrieved from file:///C:/Users/DELL/Downloads/Smartpls.pdf

Xiaoting, L., & Changbao, L. (2022). English Translation and Communication of Dialogues in Paradise. *Cross-Cultural Communication, 18*(1), 56-62. doi: http://dx.doi.org/10.3968/12486

Zaveckaite, A., & Ulbinaite, A. (2018). Assessment criteria of project risk management in language translation service companies. *Technological and Economic Development of Economy, 24*(4), 1323-1343. doi: https://doi.org/10.3846/20294913.2017.1295287