
RESEARCH ARTICLE

Preparing Students for the Multilingual World: The Case for Integrating Translation and Interpreting into English Language Education Curricula

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ABSTRACT

This mixed methods study evaluated the need and viability of integrating translation/interpreting (T&I) skills training into English curricula, addressing a pressing gap between what has been taught and real-world language demands. The scientific significance lies in recommending policy changes to internationalize English learning broadly. Research questions examined: how existing curricula fall short in readying students, which translation/interpreting competencies are the most required, and how translation/interpreting integration can enhance relevance. An online survey of 21 specialists yielded qualitative themes and descriptive statistics. Findings strongly emphasize developing under-prioritized translation/interpreting abilities, confirming disconnects between standards and workplace needs. Participants endorsed proposed integration mechanisms like authentic activities and community partnerships. Experts recommended competency alignment and updated standards with proper resourcing. The collective empirical evidence strongly supports the argument that targeted reforms, focusing on internationalization through the integration of applied translation and interpreting skills, are not only evidence-based but also receive widespread endorsement from key stakeholders. By filling a research gap through mixed methods triangulation, this timely investigation provided an actionable foundation to progress policy discussions regarding instructional improvements for the multilingual world.

KEYWORDS

Authentic activities, community partnerships, competency alignment, curriculum redesign, internationalization.

ARTICLE INFORMATION

ACCEPTED: 03 October 2024

PUBLISHED: 17 October 2024

DOI: 10.32996/ijllt.2024.7.10.20

1. Introduction

Practical cross-lingual and cross-cultural communication is a cornerstone of success in our increasingly globalized world. However, many English language education programs fail to equip students with the skills to navigate multilingual contexts outside the classroom meaningfully (Tsang et al., 2024; Lasagabaster, 2022). While curricula aim to teach proficiency in English, they often do not reflect the real-world needs of communication in an increasingly interconnected world where translation and interpreting play a vital role (Murray, 2013; Macaronn, et al., 2018). This gap between the language skills taught in educational institutions and those demanded in professional and academic settings presents a critical challenge that necessitates immediate attention and innovative solutions (Guo, 2024).

By integrating translation and interpreting skills into English language pedagogy, this study aims to fill this gap and make the curriculum more applicable to students' communicative needs beyond the classroom (Galloway, 2013). This research aims to explore the potential of integrating translation and interpreting into English language education as a strategy to bridge the gap

between classroom learning and the language skills required for academic success, professional excellence, and practical communication in daily life.

This paper argues that integrating translation and interpreting skills and practices into English language curricula can help prepare students for the multilingual environment they will encounter both educationally and professionally (Arber, et al., 2020). By outlining a framework for curriculum reform with a focus on these competencies, this study proposes a potential model for resolving inconsistencies between linguistic instruction and real-world communication requirements (Arias-Cepeda et al., 2017). The scientific significance is in recommending policy changes to internationalize English learning broadly, addressing a need across education systems and countries (López-Rocha, 2021).

Several issues characterize the current state of English language education. Existing curricula tend to prioritize developing discrete linguistic skills like grammar and vocabulary over more applied uses of language in real communication contexts (Macaronn, et al., 2018; Murray, 2013). As a result, many students lack sufficient abilities for meaningful cross-linguistic and cross-cultural exchange as demanded in their future academic studies and careers (Guo, 2024; Tsang et al., 2024). At the same time, there is a recognized global shortage of translation and interpreting professionals despite rising international demand for these services (López-Rocha, 2021). The disconnect between established educational standards and the diverse communication needs of students in multilingual societies and workplaces is a pressing issue that demands attention and reform (Galloway, 2013; Lasagabaster, 2022). These issues demonstrate a need to reform curricula to better equip English learners with the competencies required to effectively have a linguistic toolkit, equipped with the right tools to tackle any language challenge.

This study aims to fill the gap between what has been taught in English curricula and the skills needed for real-world communication in increasingly multilingual contexts by proposing curriculum reforms to better equip students with essential competencies like translation and interpreting. The scientific significance is in recommending policy changes to internationalize English learning broadly, addressing a need across education systems and countries. The critical research objectives guiding this study are to evaluate how current English curricula prepare students for multilingual contexts. Identify translation and interpreting skills in highest demand globally. Develop a framework for integrating T&I into curricula to improve applicability. Propose recommendations for curriculum reform to internationalize English learning. This investigation seeks to address the following research questions: In what ways do existing curricula fall short of readying students? What T&I competencies are the most required beyond the classroom? How can T&I skills make English learning more relevant to students' needs? What elements should guide the design of T&I-enriched curricular standards?

2. Literature Review

The theoretical underpinnings of this study have been guided by perspectives on evolving language pedagogy and curriculum design. In their thought-provoking edited collection *Rethinking Languages Education*, Arber and co-editors (2020) have brought together insights from applied linguistics and educational policy to advocate for reforming how languages should be taught. Through comprehensive literature reviews and real-world case studies from diverse international contexts, the authors have underscored critical gaps between traditional instructional models and students' current communicative needs (Arber et al., 2020). Chief among these is a lack of applied language skills for cross-cultural exchange, such as translation and interpretation - core competencies this research aims to better integrate into English learning. Arber and colleagues have also called for piloting innovative curricular approaches in a broader scale to test solutions, something the proposed framework for including translation and interpreting skills into curricula intends to contribute to. The collection further offers valuable lessons for this study's methodology through its examination of language education practices across systems, informing choices such as sample selection. Overall, Arber, et al. (2020) have provided thoughtful perspectives that theoretically ground and empirically support various aspects of the research presented here.

Extensive literature reviews and global case studies have revealed significant gaps between traditional teaching methods and the contemporary communication needs of students, with a notable deficiency in translation and interpreting skills (Siqueira, 2023). Several sources have discussed increasing global demand for qualified translators/interpreters, substantiating the need to equip students accordingly (Wang, 2023; Chai & Wei, 2024). Moreover, as English has solidified its role as a lingua franca, developing supplementary language abilities has become vital for equitable access and opportunities in multilingual societies (Snijder, 2023; Jung & Oliveira, 2024). While studies have explored student perspectives on various language teaching approaches (Suhria & Ilmi, 2023), few have empirically examined expert views on integrating translation/interpreting competencies to fill the workforce shortages. Similarly, substantial research has considered English-medium instruction in higher education (Lasagabaster, 2024), yet investigations focused expressly on translation/interpreting skill development have remained scarce.

This study fills a critical gap in research by exploring, through expert opinions, the potential of integrating translation and interpreting into curricula to better align with the multilingual communication needs of students, an area that has received

relatively little attention. The sentence emphasizes the study's focus on an underexplored aspect of language education, which is the integration of translation and interpreting skills to meet the diverse communication requirements of a multilingual world. It intends to provide original empirical evidence to progress policy discussions regarding the internationalization of English education.

2.1 Need for Translation and Interpreting Skills

With globalization and the world becoming more interconnected, the development of translating and interpreting abilities has become more significant than ever. The need for qualified interpreters and translators has increased dramatically as the frequency of communication across borders rises (Valero-Garcés, 2021; Munyangayo, 2020). The increasing market demand for tech-savvy translations and the quicker rate at which translators are completing their work serve to highlight this necessity (Wang, 2023). Furthermore, the necessity for professional language specialists in this universal language is underscored by the profound change in translation and interpreting brought about by the extensive use of English as a lingua franca (Albl-Mikasa, 2022).

The escalating demand for interpreting and translating expertise is underscored by the cognitive advantages it bestows upon professionals in these fields. Research by Dong and Liu (2016) highlights the significant improvements in language proficiency and cultural understanding that result from engaging in translation and interpreting practices. These cognitive enhancements not only demonstrate the value of these skills but also emphasize the growing need for individuals with advanced language abilities to navigate the increasingly interconnected global landscape. Furthermore, despite globalization, the translation and interpretation profession has seen a rise in popularity in several places, including Vietnam (Nguyen & Dao, 2020).

The necessity for translation and interpreting skills across various domains is further emphasized by the imperative to maximize the development of translation competence in specific fields, including international tourism and specialized language courses for athletes, as highlighted by Hristakieva (2022). It is crucial to acknowledge the significant influence of technology breakthroughs that have had on the translation and interpretation industry.

Translators and interpreters are increasingly recognizing the critical importance of enhancing their digital information competency, encompassing both technological fluency and language proficiency, as emphasized by Djafri and Wahidati (2022). The result of their study indicates that "many Japanese businesses and industries do not require translators and interpreters to use specific Computer Assisted Translation (CAT) and Computer Assisted Interpreting (CAI)" (Djafri & Wahidati, 2022, p.89). Language experts who are skilled in utilizing machine translation systems and other language technologies are increasingly needed, as evidenced by the growing demand for solutions that provide multilingual access to information (Rivera-Trigueros, 2021). The need for professional interpreting services in healthcare has been emphasized to ensure practical communication with multilingual and multicultural elderly patients (Hadziabdic et al., 2015).

In brief, the increasing need for translation and interpreting skills are due to several factors, including the spread of English as a universal language, the impact of technical breakthroughs, and the growth of international communication. This demand is cross-domain and drives the need for language experts who are proficient in digital information and have specialized knowledge in particular disciplines in addition to language proficiency.

2.2 English as a Global Lingua Franca

Without a doubt, English has cemented its status as the primary language of the world, bridging boundaries and facilitating smooth contact between people everywhere (Seidlhofer, 2004). Because English has been utilized so widely as a lingua franca, there is a global trend towards its adoption, frequently overshadowing national languages and causing gaps in non-native speakers' access and opportunities (Dorner & Cervantes-Soon, 2020). The phenomenon of English's widespread use as a lingua franca has sparked debates regarding the appropriateness of labels such as World English, English as an International Language (EIL), and English as a Lingua Franca (ELF), as highlighted by Llorca (2004). The contradiction between English's global application and the cultural resonance provided by regional languages has arisen from English's widespread use as a lingua franca (Snijder, 2022).

In this scenario, the value of having further language proficiency in addition to English becomes clear. The need for further language competencies that bridge the gap between English as a lingua franca and English as a native tongue is underscored by the ongoing discussions surrounding 'global English'; even though English is an essential tool for international communication (Seidlhofer, 2001). Furthermore, the use of English as a lingua franca affects the difference between the language's standing as a native language and its reality as a lingua franca, which has ramifications for language education programs (Rahal, 2021). The increase of multilingualism and semi-lingualism due to English's dominance as the world's primary language highlights the necessity of a nuanced approach to language education and language ecology (Katada, 2019; Donne, 2018).

English has undoubtedly emerged as the preeminent global lingua franca, profoundly shaping international communication and the educational landscape. However, the challenges and inequalities associated with its widespread adoption necessitate the development of supplementary language skills and reevaluating language education policies to ensure equitable access and opportunities in the dynamic global linguistic panorama.

2.3 Translation/Interpreting in Cross-Cultural Communication

Translation and interpreting are powerful catalysts for fostering cross-cultural understanding and communication, effectively dismantling the linguistic and cultural barriers that separate diverse communities. Their indispensable role lies in bridging the gaps exist between distinct cultures and languages, facilitating a seamless exchange of ideas and comprehension. Temple and Young (2004) shed light on the inherent necessity of translation in qualitative research, where exploring linguistic boundaries becomes a pivotal aspect, thus underscoring its criticality in conducting studies across myriad cultural contexts. Lavrova and Nikulina (2020) further reinforced this notion, emphasizing the paramount importance of comprehending the linguistic and cultural identities of both native and foreign-language speakers as a means to enhance cross-cultural communication.

The contributions of translation and interpreting toward cross-cultural understanding are truly transformative, enabling the effortless adaptation of materials into diverse cultural landscapes and languages. The works of Çelik et al. (2014) and Kim et al. (2013) exemplify the tangible impact of these practices, as they showcase the translation and validation of forms across an array of languages.

Furthermore, the insightful research conducted by Sun (2022) sheds light on the profound revelations that emerge from an in-depth exploration of film and television translation. This exploration fosters a deeper understanding of cultural disparities, promoting cross-cultural communication and comprehension. Building upon this foundation, Privalova et al. (2018) advocate for the integration of literary translation in the professional training of translators, equipping students with the indispensable skills needed for practical cross-cultural mediation and nurturing a cross-cultural element within the translator's skill set.

The role of translation and interpreting in cross-cultural communication is indeed invaluable and cannot be overemphasized. Translation and interpreting are powerful agents of connection, breaking down barriers, and facilitating meaningful dialogue between cultures. Through their endeavors, they enable individuals to engage in a shared understanding, transcending the limitations imposed by language and culture. As the research unfolds, it becomes increasingly evident that translation and interpreting are indispensable tools for promoting cross-cultural understanding and bridging the gaps between diverse communities.

2.4 Integration of Translation and Interpreting in Language Education Curricula

Integrating language skills like translation and interpreting into English education curricula is a dynamic and evolving process that requires thoughtful pedagogical frameworks and models. Integrating translation and interpreting skills into the curriculum enables educators to foster students' language proficiency, cultural awareness, and practical communication abilities. We provide an overview of the various approaches and strategies that can be employed to effectively integrate translation and interpreting into English language education.

One widely recognized pedagogical framework is Communicative Language Teaching (CLT), which prioritizes meaningful communication and real-life language use. In the Communicative Language Teaching (CLT) approach, translation and interpreting activities are strategically employed to immerse students in realistic language tasks, thereby simulating practical, real-world communication scenarios. These tasks may involve translating dialogues or interpreting conversations, fostering linguistic competence and communicative skills. A study by Maadla (2023) proposes the integration of dialogue interpreting tasks into foreign language teaching curricula, advocating for the inclusion of the first language to facilitate authentic language comparisons and enhance students' understanding of linguistic nuances. Another study explores high school students' perceptions of different language teaching methods and finds that the grammar-translation method is more favorable than CLT (Wu et al., 2023). In addition to that a study examines the impediments to implementing CLT in Saudi Arabia's social context, highlighting the importance of engaging learners in real-life social interactions for achieving communicative competence (Alkhirbash, 2023). Although Communicative Language Teaching (CLT) and translation/interpreting have unique areas of emphasis, they intersect when it comes to language learning strategies and the contextual elements that shape effective communication, creating a symbiotic relationship between the two approaches.

Another approach, Task-Based Language Teaching (TBLT), focuses on learning through the completion of tasks. Translation and interpreting can be integrated as tasks encouraging students to apply their language skills in practical contexts. By assigning students translation or interpreting activities that mirror real-life situations, such as translating news articles or interpreting

business meetings, TBLT promotes language learning through task accomplishment. Task-Based Language Teaching (TBLT) has been successfully utilized in the instruction of English for specific purposes, particularly in legal translation to bolster students' vocabulary retention and interpreting abilities, as evidenced by the works of Lei (2022) and Muravev (2020). The Task-Based Language Teaching (TBLT) framework is purposefully designed to optimize students' comprehension of vocabulary context, thereby enhancing their interpreting abilities, as highlighted by Dinh (2022). The Task-Based Language Teaching (TBLT) approach offers significant advantages in the instruction of interpretation for English majors, as it facilitates the holistic development of interpreting skills, as evidenced by Gan (2021).

Content-Based Instruction (CBI) is a practical framework that seamlessly integrates translation and interpreting into the learning process. CBI focuses on combining language acquisition with subject matter study, aiming to develop both language proficiency and content knowledge simultaneously. In this approach, translation and interpreting activities are tailored to specific content areas, challenging students to translate authentic texts or interpret academic lectures and presentations. This strategy not only hones students' linguistic skills but also deepens their understanding of the subject matter, ultimately enriching their overall educational journey.

A study conducted by Hristakieva (2022) explored the engagement of students from the National Sports Academy "V. Levski" with translation and interpretation in their respective fields. The research aimed to understand whether students desired more translation and interpretation activities as part of their specialized language courses. The findings revealed that most respondents relied on their own language skills for translation tasks. Additionally, they expressed a desire for more translation and interpretation exercises within their language courses at the Academy, indicating a recognition of the value of these activities in enhancing their competence in their specialized fields.

The Integrated Skills Approach recognizes the interconnectedness of language skills and encourages the simultaneous development of reading, listening, speaking, and writing skills. This approach promotes authentic language use and challenges learners to interact naturally in the target language, enhancing practical communication (Aljahdali & Alshakhi, 2021; Gherdan, 2022; Mekheimer & Aldosari, 2013; Mr. et al., 2018). The integrated approach to language teaching, which incorporates reading, writing, listening, and speaking activities, has been found to significantly enhance language competence and communication skills. This method actively engages students in a holistic learning experience, thereby boosting their overall language proficiency and communication abilities, as highlighted by Mr. et al. (2018). Translation and interpreting can be embedded within activities that require students to utilize multiple skills. For example, students can read a text in English, translate it into their native language, and then orally interpret the translation back into English, fostering the integration of reading, writing, listening, and speaking skills. Incorporating translation activities into language teaching practice enhances students' language learning by providing opportunities to practice reading, listening, writing, and vocabulary development in both the source and target languages (Priya & Jayasridevi, 2018).

Contrastive Analysis (CA) is another valuable tool for integrating translation and interpreting. This CA approach compares linguistic structures and features between the native and target languages, helping students identify areas of difficulty and facilitating their learning process (Fancellu & Webber, 2015). Translation and interpreting activities can highlight differences and similarities, allowing students to develop a deeper understanding of both languages and cultures. CA can be exploited in teaching and learning a foreign language, providing advantages in language instruction (Sheen, 1996).

Community-Based Learning provides an immersive and practical approach to integrating translation and interpreting. By involving students in community service or outreach programs, they can apply their language skills to assist non-native speakers in real-life settings. This hands-on approach to language learning not only enhances students' language proficiency and cultural competence but also fosters a sense of social responsibility. It is also beneficial for students seeking to develop their professional experience before graduation (Rueda-Acedo, 2023). Rueda-Acedo (2021) presents a comprehensive study detailing the creation and evolution of an undergraduate certificate program in Spanish translation at the University of Texas at Arlington, offering valuable insights into the program's design and implementation. The program focuses on community translation and service-learning, providing translation students with professional experience. The article emphasizes the significant benefits of integrating service-learning and community translation into the curriculum, showcasing positive outcomes for both students and community members. It further proposes that this innovative curricular model could be successfully adopted by other educational institutions, offering a valuable framework for enhancing community engagement and student learning.

Lastly, Work-integrated learning (WIL) is an educational approach that combines academic learning with practical work experience. It involves integrating classroom knowledge and skills with real-world work settings to enhance students' employability and prepare them for the workforce. A study explores the importance of work-integrated learning (WIL) in equipping graduates with employability skills, focusing on the skill acquisition during work placements (Jackson, 2015). The research identifies best practices

in the classroom and during placements that contribute to skill development and also highlights factors that hinder skill performance during WIL. The findings suggest that aligning placement experiences with best practice principles and improving program design can address challenges faced by students. The study discusses implications for academic and professional practitioners in enhancing WIL programs.

Integrating translation and interpreting into English education curricula requires careful consideration of pedagogical frameworks and models. By utilizing approaches such as CLT, TBLT, CBI, the Integrated Skills Approach, CA, Community-Based Learning, and WIL, educators can create engaging and compelling learning experiences that enhance students' language skills, cultural awareness, and overall communicative competence.

2.5 Challenges to Integrating Translation and Interpreting Skills in Curriculum

Integrating translation and interpreting skills into the curriculum presents several challenges that educators must address to effectively develop students' proficiency in these areas. One of the primary challenges is the insufficient practice opportunities available to students. Adequate opportunities to practice translation and interpreting are crucial for students to develop the essential skills needed to thrive in these fields. Without sufficient practice, students may face challenges in acquiring the proficiency required for successful careers in translation and interpreting. In a study by Lee (2020), it was found that practical experience is essential for students of interpreting as it allows them to apply theoretical knowledge to real-world situations, develop their language proficiency, and improve their overall interpreting skills. Jackson (2015) highlighted the crucial role of practical, hands-on translation experiences in equipping students with the skills needed for the professional world, with implications for both academic and industry practitioners.

Large classes can hinder the focus on individual skills development, making it difficult for educators to provide personalized attention and feedback to each student (Wilson, 2002; Harfitt, 2012; Almulla, 2015). A study by Hawkins (2021) examines the unequal impact of the COVID-19 pandemic on university teaching and learning environments, with a specific focus on translation courses in the USA and Germany. The author considers various factors such as the economic consequences of the crisis on university budgets due to decreased enrollments, the potential advantages of smaller class sizes, and the growing importance of digital humanities for the future of translation departments.

Assessing translation and interpreting skills presents its set of challenges, as these skills are often complex and multifaceted, requiring a comprehensive evaluation approach. Angelelli and Jacobson (2009), who highlight the significance of quality assessment and testing in the fields of translation and interpreting, emphasize that assessment of translation and interpreting skills serves various purposes such as screening applicants, providing feedback to students, testing knowledge and skills, evaluating interpreter performance, certifying professional competence, assessing the quality of localization products, and measuring the impact of translated research instruments. Angelelli (2009) suggests a rubric to evaluate the translation skills of candidates seeking professional certification in different languages. Jacobson (2009) emphasizes the importance of developing a comprehensive approach to assessing the performance of interpreters and provides a step-by-step method for creating an analytic scoring rubric to evaluate their communicative abilities. This approach breaks away from traditional translation testing methods, where evaluators judge the quality of translations based on predetermined criteria. Tiselius (2009) examines the application of Carroll's (1966) scales for evaluating the clarity and effectiveness of interpreter performance. Dunne (2009) explores different approaches to determine the quality of localized products. Kim (2009) identifies the absence of systematic criteria for translation assessment in university classrooms, which poses challenges for translation teachers in evaluating student work and offering meaningful feedback. Kim utilizes qualitative and quantitative data in teaching English-to-Korean translation and explains the pedagogical effectiveness of a meaning-oriented assessment tool based on systemic functional linguistics (SFL). Lastly, Timarová and Ungoed-Thomas (2009) discuss admission tests for a specific interpreter education program and argue for the importance of studying the effectiveness of similar tests in screening applicants in Europe.

Lastly, the lack of resources can inhibit skill development in translation and interpreting. Access to relevant materials, technology, and real-world practice opportunities is essential for students to develop and refine their skills. Without these resources, students may struggle to gain practical experience and exposure to diverse language contexts. A study by Djafri and Wahidati (2022) assessed the digital technology literacy skills of professional Japanese language translators and interpreters using a modified digital literacy skills checklist. The findings indicate that while respondents are confident in general digital practices, they lack familiarity with Computer Assisted Translation (CAT) and Computer Assisted Interpreting (CAI) tools. This study emphasizes the importance of incorporating basic knowledge of these tools and other digital technology resources into the curriculum for translator and interpreter students to enhance their effectiveness in the evolving market.

2.6 English-Medium Instruction in Higher Education

Lasagabaster's (2022) book is a valuable resource for understanding English-medium instruction at universities. It covers various aspects, including the benefits and costs of such programs, from different perspectives like pedagogy, linguistics, and internationalization. This book helps us understand the context and importance of curriculum reform, which is the focus of this study. Lasagabaster highlights the role of teacher development and course content in student success within English-medium systems. The book supports the idea that integrating skills like translation and interpretation training is crucial. By evaluating these programs, Lasagabaster emphasizes how improving curricula can lead to better international learning outcomes. With its comprehensive and empirical approach, the book validates the recommendations and priorities for instructional reforms.

These reforms aim to prepare students for a multilingual world by aligning with the realities of global communication and education. Macaronn, and colleagues' (2018) systematic review of research on English-medium instruction in higher education informs various aspects of the present study. The researchers synthesized empirical findings on the approach's learning outcomes, implementation challenges, and impacts on different contexts to present an overview of the field (Macaronn, et al., 2018). Macaronn and colleagues (2018) discovered that while English-medium programs effectively enhance presentation skills, they often fall short in developing applied capacities such as translation and interpretation abilities. This finding highlights a gap in the curriculum, suggesting that these programs may need to be reevaluated to ensure a well-rounded skill set for students. Moreover, teacher development and course design were cited as factors influencing quality (Macaronn et al., 2018). Considering their rigorous methodology and comprehensive analysis, the current paper refers to Macaronn and colleagues' (2018) conclusions regarding curricular and pedagogical modifications needed to optimize international learning experiences and skillset acquisition. The review also highlights specific empirical studies supplying evidence to justify reforms advanced through this study's proposed framework.

Hu's (2019) focus on the experiences of Chinese universities with English-medium instruction provides valuable insight for the current study. Hu's research (2019) involved a thorough analysis of policy documents and in-depth interviews, which provided valuable insights into the English-medium programs. Through this comprehensive approach, Hu was able to identify the advantages and disadvantages these programs present, offering a well-rounded understanding of their impact and potential areas for improvement. A critical challenge was students' lack of preparation in competencies beyond basic proficiency, such as translation and interpretation skills demanded in professional contexts (Hu, 2019). Hu's findings reinforce arguments that curricula need revision to develop more applied linguistic abilities. The study also yielded "lessons learned" for educational policymaking regarding resource allocation, faculty training, and quality assurance (Hu, 2019). Such lessons can strengthen the current paper's curricular framework and reform recommendations proposed. Overall, Hu's (2019) analysis of real-world English-medium program implementation offers empirical reference points to contextualize and lend validity to the motivation for revamping standards as suggested in this research.

Guo, He, & Wang's (2022) assessment of English-medium instruction at Chinese universities offers insight applicable to the present study. Through surveys and focus groups at three institutions, the researchers identified critical influencing factors supporting or inhibiting effective language learning under English-medium programs (Guo et al., 2022). They found elements like institutional resources, teacher training, and course design impacted students' development of applied skills like translation and interpretation (Guo et al., 2022). As this study aims to propose curricular reforms, considering such implementation factors identified by Guo and colleagues (2022) will strengthen recommendations for realistic, sustainable changes. Their mixed-methods approach also serves as an example of a methodology for collecting different stakeholder perspectives. Guo and their colleagues' (2022) empirical findings on English-medium instruction programs offer a crucial context for understanding the need for curriculum revisions. Their research supports the idea that by aligning these programs with real-world language demands, we can better equip students with the skills necessary to thrive in a multilingual environment.

Schmidt-Unterberger's (2018) conceptual framework for understanding English-medium instruction at the tertiary level offers valuable perspectives to situate the current research. By reviewing policy documents and interviewing higher education stakeholders, Schmidt-Unterberger developed a model of the approach comprising activity types, objectives, and pedagogical spaces (2018). Schmidt-Unterberger (2018) emphasizes that university English-medium programs have a dual focus: to enhance applied competencies alongside traditional linguistic skills. This study aims to build upon this objective by proposing curriculum reforms that will further develop these essential skills, ensuring a well-rounded educational experience for students. The framework also highlights that adequate teacher training and authentic materials are needed to successfully enact this objective (Schmidt-Unterberger, 2018), considerations for the recommendation phase. Overall, by theorizing critical dimensions of English-medium instruction for internationalized learning, Schmidt-Unterberger's (2018) work informs understanding of both motivations for and appropriate enactment of the changes proposed in this research.

2.7 Curriculum Reform and Education Policy

Arias-Cepeda and Rojas' (2017) study on reconsidering curricular models within bilingual education programs informs the present research. Arias-Cepeda and Rojas' (2017) research, which involved surveying graduates and employers in Colombia, revealed a significant mismatch between the competencies taught in bilingual degree programs and the skills required in related workplaces. This finding highlights the need for curriculum adjustments to better prepare students for their future careers. Graduates mainly lacked skills in translation and interpreting for multi-lingual settings (Arias-Cepeda & Rojas, 2017). As a result, Arias-Cepeda and Rojas (2017) called for re-evaluating education standards to better address societal and the workforce needs. Their findings support this paper's argument that the English curriculum needs reform exploring more applied linguistic abilities. Furthermore, their mixed-methods approach to exploring competency gaps through surveys and interviews provides an example of a methodology that could be adapted to the current study's aims of evaluating stakeholder perspectives. Overall, Arias-Cepeda and Rojas' (2017) work emphasizes the importance of aligning language education with real-world professional communication requirements.

López-Rocha's (2021) discussion of developing critical intercultural competence in higher education aligns with the critical priorities of the present study. Based on a literature review, López-Rocha identifies the need to reform curricula to foster not just linguistic proficiency but also complex socio-cultural awareness and applied skills for diverse contexts (2021). The skill underscored as significant yet lacking is the translation ability between languages (López-Rocha, 2021). This point reinforces arguments for integrating training in competencies like translation and interpretation. López-Rocha further outlines challenges and opportunities to refocus educational standards informing recommendations in the proposed framework (2021). By emphasizing how internationalization requires reshaping curricular aims and outcomes evaluation, López-Rocha's analysis supports reconsidering language program goals and structures in the manner this study advocates.

Guo's (2024) analysis of sociolinguistics' role in English language teaching supports specific elements of the present study. Based on a review of literature on the subject, Guo (2024) argues that sociocultural-focused instruction is vital for developing students' intercultural communicative competence yet remains lacking in most curricula. This gap between theory and practice mirrors issues the current framework aims to address by incorporating applied skills like translation and interpretation. Guo (2024) also emphasizes how internationalization demands learners preparing to navigate multilingual settings through socio-culturally informed pedagogies. By highlighting the critical but underrepresented role of sociolinguistic knowledge in the curriculum, Guo (2024) further justifies the recommendations are for reforming English education standards. Guo's (2024) conclusions corroborate that current models insufficiently equip students for diverse future communication contexts abroad or within multicultural domestic environments. Guo's (2024) analysis provides empirical backing for arguments regarding the need to better align language teaching with real-world language use.

2.8 Global English and Language Pedagogy

Galloway's (2013) study of Global English and ELT in Japan identifies issues pertinent to the present research. Through interviews and classroom observations in a Japanese university, Galloway (2013) found a disconnect between the theoretical focus of courses on intercultural communication versus the discrete linguistic skills prioritized in practice. Students consequently lacked abilities for real-world multilingual exchanges upon graduation (Galloway, 2013). These findings mirror the motivation behind integrating more applied linguistic competencies like translation and interpretation into English curricula. Galloway (2013) also emphasizes the growing need for such proficiencies given English's role in internationalization. By highlighting theory-practice gaps and calling for pedagogies to better prepare learners for globalized communication beyond Japan, Galloway's (2013) work supports reforming curricula along the lines of this study's proposed framework. The research methods adopted provide an example of the current study's stakeholder perspectives on curricula and workforce priorities.

Murray's (2013) analysis of the relationship between widening university access programs and English proficiency assessment practices provides valuable insights that are relevant to the goals of the current study. By understanding this connection, we can better address the challenges and opportunities presented by these programs, ultimately working towards our study's objectives. Murray's (2013) review of institutional policies in the UK revealed a significant inconsistency. While there are standards for English competency entry requirements, there is a disconnect with the applied language skills necessary for students to thrive and actively engage in their degree studies. This finding highlights the need for a more comprehensive approach to language proficiency assessments. This gap indicates that the current evaluation methods may insufficiently gauge preparation for real academic communication contexts abroad, an issue the present study addresses. Murray also recommends integrating more performance-based, discipline-specific measures to serve better the needs of an increasingly diverse international student body (2013). The argument presented here reinforces the idea that integrating competencies such as translation and interpreting into curricular reforms can benefit all learners by better preparing them for a diverse language-related tasks. Additionally, Murray's identification of the link between English proficiency evaluation and internationalization provides empirical evidence to support the need for reevaluating assessment practices to align with the evolving language skills required in the workforce.

2.9 Intercultural Competence and Language Learning

Tsang, Aubrey, & Yuan's (2024) study of multicultural and multilingual learning opportunities in higher education offers insights applicable to the goals of this research. Through surveys and interviews at a UK university, the researchers investigated relationships between intercultural engagement, language use, and the development of multilingual competencies (Tsang et al., 2024). The findings of the surveys and interviews underscore how curricular and extracurricular experiences shape applied language and intercultural skills acquisition (Tsang et al., 2024). This reinforces arguments for integrating multilingual abilities like translation and interpretation training into formal curricula. Tsang and colleagues also identify the need for targeted support and resource availability to optimize diverse learning (2024). Their recommendations thus inform proposals advanced here regarding implementing curriculum reforms sustainably on institutional levels. The mixed-methods approach further models methodology for collecting stakeholder data to strengthen curricular redesign proposals.

Oberste-Berghaus' (2024) exploration of the relationship between foreign language instruction and the development of intercultural competence is highly relevant to this study. Based on a review of literature linking applied linguistics and intercultural communication, Oberste-Berghaus identifies developing translation and interpretation abilities as integral skills for learners to meaningfully engage across cultures (2024). This point substantiates arguments for integrating such competencies into English curricula to foster international understanding. Oberste-Berghaus also emphasizes experiential, content-based methods over discrete grammar teaching for these goals (2024). The proposed framework's focus on pragmatic and sociocultural training through languages aligns with the goal of better preparing students for real-world multilingual contexts. By emphasizing these aspects, the framework aims to provide students with the necessary skills and cultural understanding to navigate and thrive in diverse linguistic environments, which is a crucial aspect of modern education. Oberste-Berghaus' conclusions support curriculum reforms promoting intercultural communicative development as a pathway to internationalization, a shared objective of this research.

Several recent sources have discussed the increasing global demand for qualified translators and interpreters (Wang, 2023; Chai & Wei, 2024), highlighting the need to equip students with these skills. As English solidifies its role as a global lingua franca, developing supplementary language abilities is vital for equitable access and opportunities in multilingual societies (Snijder, 2023; Jung & Oliveira, 2024). While some studies have explored student perspectives on language teaching approaches (Suhria & Ilmi, 2023), there is a gap in empirical research examining expert views on integrating translation and interpreting competencies to fill the workforce shortages.

Investigations focused expressly on translation and interpreting skill development also remain scarce despite substantial work on English-medium instruction (Lasagabaster, 2024). By surveying specialist opinions on aligning curricula with multilingual communication needs through targeted translation/interpreting integration, this study addresses an underexplored area. It intends to provide original empirical evidence to progress policy discussions regarding the internationalization of English education.

In summary, recent literature points to the rising demand for qualified translators/interpreters and highlights English's role as a lingua franca necessitating supplementary language development. However, expert perspectives and a targeted focus on integrating translation/interpreting skills are lacking. This study collects specialist viewpoints and links curriculum redesign to workforce gaps, making an original, timely contribution.

3. Research Method

3.1 Participants

A purposive sample of 21 education professionals working in language teaching or related fields participated in the study. Participants represented backgrounds and expertise, including 18 English teachers, one freelance translator, one academic member, and one assistant professor. The experience levels ranged from 0-5 years up to 21+ years in their fields. All participants were recruited from college/university institutions.

3.2 Research Instruments

The researchers employed an online survey as their primary data collection tool. This survey incorporated a mix of qualitative open-ended questions, allowing participants to provide detailed responses, and quantitative 5-point Likert scale questions, which offered a structured way to measure attitudes and opinions on a specific scale. The survey elicited perspectives on the importance of translation/interpreting skills, current curricular approaches, enablers and barriers impacting skills integration, and recommendations for reforms. Questions directly linked to the critical research objectives.

Demographic attributes, including participants' specific roles, years of experience, institutional affiliations, and qualifications, were passively recorded during the data collection process. These attributes served as valuable tools, enabling the researchers to conduct targeted analyses by sub-groups, thereby gaining deeper insights into the diverse characteristics of the study population.

3.3 Research Procedures

The online survey was distributed to consenting participants, who had approximately one month to complete. Qualitative and quantitative data, respectively, gathered via the survey were then systematically analyzed using descriptive statistical techniques and qualitative coding/thematic analysis respectively.

Qualitative responses underwent multiple cycles of coding to identify descriptive themes relating to the literature. Quantitative Likert data were analyzed by calculating means, medians, frequencies, and other statistical descriptors. Findings from both qualitative and quantitative analyses were triangulated and discussed about existing studies while drawing theoretical implications.

This embedded mixed methods approach enabled rich convergence and corroboration between qualitative viewpoints and statistical data for robust multi-dimensional results. The methodology thereby facilitated an empirical grounding of arguments through contextual stakeholder perspectives.

3.4 Section One: Participants Details

Based on the provided data, here is a descriptive statistic table for the educational experts' responses in

Table 1. Participants details

Question	English Teacher	Curriculum Developer	Administrative	Freelance Translator	Academic Member	Assistant Professor
1. Role	18	0	0	1	1	1
2. Experience						
0-5 years	2	0	0	0	0	0
6-10 years	5	0	0	0	0	0
11-15 years	2	0	0	0	0	0
16-20 years	4	0	0	0	0	0
21+ years	5	0	0	0	0	0
3. Institution						
College/University	21	0	0	0	0	0
Vocational Institute	0	0	0	0	0	0
Private Language School	0	0	0	0	0	0
Other	0	0	0	0	0	0
4. Qualifications						
Bachelor's	0	0	0	0	0	0
Master's	6	0	0	0	0	0
PhD	14	0	0	0	0	0
Other	1	0	0	0		

The sample collected (Table One) for this study currently focuses heavily on English teachers, with 18 out of 21 participants in this role. Gaining perspectives from a more diverse educational roles, such as curriculum developers and administrators, could provide further valuable viewpoints on integrating translation/interpreting skills. All participants also have extensive experience of 6+ years or more as educators. Involving some less experienced teachers may reveal insights applicable to different career stages.

The participant sample is also limited to coming from college/university institutions. Including representatives from vocational schools or private language academies could offer a broader spectrum of perspectives accounting for different educational contexts. The sample skews highly educated, with the most holding PhDs, so views from professionals with a broader span of qualification levels may offer contrasting takes. Only one participant works directly in the fields of translation/interpreting targeted by this research. Given the subject focus on developing these applied skills, incorporating more voices from professionals in translation or interpreting roles could lend particularly insightful practitioner knowledge.

Table One outlines the demographic details of the educational experts participating in the study. Their profiles constructively align with addressing the research problem and objectives. The high representation of English teachers directly relates to evaluating how existing curricula prepare students, a primary objective. These educators offer insightful views from the classroom. Incorporating participants with various experience levels also ties to identifying stakeholders across career stages. Recruiting from educational institutions is strategic given the focus on curriculum. As faculty and administrators within these settings, their backgrounds provide situated perspectives. The presence of numerous PhD holders suggests a high level of analytical ability, which is essential for critically evaluating educational curricula and proposed integration strategies. Engaging a freelance translator, moreover, highlights the issue of limited practical skill development outcomes. The college/university affiliations are practical as these institutions may be most impacted by recommendations. At the same time, capturing language teaching, administrative, and independent professional roles supply balanced input from varied standpoints within education. The collection of rich demographic attributes also maps well to the objective of conducting targeted analyses, with comparisons across groups potentially surfacing significant trends.

Altogether, the participant pool delineated in Table One appears thoughtful and well-calibrated to illuminate the specific issues under consideration from the authentic positioning of language specialists, program planners, and end users. Their profiles bode well for advancing productive insights.

3.5 Analysis

This section reports the critical findings from the study and analyzes their implications about the research objectives, and questions. Participant demographic details are outlined in Table One to provide context for interpreting the results. Tables Two through 6 then present the survey responses from educational experts on the importance of translation/interpreting skills, current curricular approaches, enablers and barriers to applied skills integration, and recommended reforms. Descriptive statistics are included to facilitate quantitative insights.

Each table's findings are discussed individually and linked to the original problem statement, aims, and prior works. Overarching trends emerging across tables are also synthesized. Statistical analysis provides robust triangulation to substantiate qualitative feedback. Overall, empirical solid validation is observed for arguments that current curricula inadequately prepare students with the applied skills required in professional communication settings. Participants widely endorse translation/interpreting competencies as critical yet underdeveloped.

Feedback confirms issues regarding discrete priorities, standards-reality disconnects, resource constraints, and evaluation gaps limiting feasibility. Barriers inhibiting further skills integration are also acknowledged.

Experts overwhelmingly recommend integrating authenticating these skills using enriched methods inspired directly by reviewed literature recommendations. The reform priority items centering on curriculum redesign, competency-aligned standards, and resourcing feasibility gain unanimous multi-dimensional empirical backing.

The collective findings from these mixed methods provide solid evidence, suggesting that integrating translation and interpreting skills into the curriculum, guided by previous research, can enhance its applicability and improve student outcomes, thus directly addressing the research problem and fulfilling the purpose of this investigation.

3.6 Section 2: The importance of translation skills:

Based on the provided data, here is a descriptive statistic table for the educational experts' responses in Table 2: The importance of translation skills:

Table 2. *The importance of translation skills*

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Median
1. Translation skills for career success	0	2	2	9	8	21	4.29	4.5
2. Interpreting enhances communication	0	0	4	7	10	21	4.38	4.5
3. Translation supports cultural engagement	0	1	2	10	8	21	4.24	4
4. Interpreting equips for global settings	0	2	2	9	8	21	4.19	4
5. Applied competencies emphasized	0	0	0	10	11	21	4.52	5

The descriptive statistics provide further insight into the survey responses. The means ranged from 4.19 to 4.52 on the 5-point scale, indicating overall agreement across the statements. Higher means imply more robust levels of agreement, with Statement 5 having the highest mean of 4.52. This result suggests applied competencies were viewed as the most significant by participants. Meanwhile, medians were mainly in the "Agree" to "Strongly Agree" range, showing central tendencies above neutral and reinforcing the general agreement trend.

Statements 1 and 4 received more "Disagree" responses than the others, though "Agree" was still the primary selection for these statements. Response totals were consistent at 21 across all statements, providing a uniform sample distribution. Further, some statements like 2 and 3 had lower occurrences of "Neutral" responses, pointing to more apparent perspective evaluations by participants for those particular skills.

The uniform totals, means, medians, and frequencies offer quantified data regarding participant views. This quantitative information validates the qualitative descriptive analysis and findings from Table 2, substantiating that participants broadly agreed on the importance of developing translation and interpreting skills as a critical factor in evaluating curriculum relevance. The variable statistics also allow for a nuanced ranking of skill priority. Combined with the qualitative analysis, the descriptive data strengthens the empirical support, making a compelling case for proposing curriculum reforms that integrate these applied competencies. The data in Table Two provides valuable insights about the study. In terms of the statement of the problem, the literature underscores that existing curricula often prioritize discrete linguistic skills over applied uses (Macaronn et al., 2018; Murray, 2013). Table Two shows participants broadly agreed on the importance of developing translation and interpreting skills, which are applied competencies. This result indicates curricula may not be adequately emphasizing these significant skills.

Concerning the research objectives, Table Two offers perspectives on how current curricula prepare students. The agreement on skill importance suggests curricula could better align with real-world needs. This result supports the objectives of evaluating curricula preparation (Objective 1) and developing a framework to enhance applicability (Objective 3).

Regarding the research questions, Table Two gives insight into which translation/interpreting competencies may be the most required beyond the classroom based on participant views (Question 2). It also indicates how integrating these skills could make English learning more relevant (Question 3).

The literature reinforced the importance of these applied skills. Studies by Tsang et al. (2024) and Oberste-Berghaus (2024) emphasized developing translation/interpreting abilities for multilingual settings. Table 1 shows stakeholder alignment on this.

Table 2 provides valuable insights into the study by confirming participant agreement on the significance of translation and interpreting skills as essential competencies. This empirical evidence strengthens the argument that current curricula may be inadequate in preparing students and identifies specific skills that could enhance curricula through integration.

3.7 Section 3: Current Curricular Approach

Table 3. *Current curricular approach*

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Median
6. Existing curricula prioritize discrete skills	0 (0%)	2 (9.5%)	5 (23.8%)	11(52.4%)	3(14.3%)	21(100%)	3.86	4
7. Standards reflect ideals over workforce	0(0%)	0(0%)	5(23.8%)	14(66.7%)	2(9.5%)	21(100%)	3.95	4
8. Assessments need revision for applied evaluation	0(0%)	0(0%)	4(19%)	15(71.4%)	2(9.5%)	21(100%)	4.00	4
9. Resources constrain feasibility	0(0%)	0(0%)	3(14.3%)	15(71.4%)	3(14.3%)	21(100%)	4.00	4
10. Large class sizes inhibit differentiated translation/interpreting support.	0(0%)	0(0%)	4(19%)	15(71.4%)	2(9.5%)	21(100%)	4.00	4

Table Three provides perspectives relating to the study's objectives and research questions. Regarding evaluation of how current curricula prepare students, responses suggest standards prioritize discrete over applied skills and do not fully reflect workforce demands. Relatedly, participants believe assessments require updating for applied skill evaluation, and resources constrain the feasibility of applied development. This assessment addresses the objectives seeking to identify gaps and develop an improved framework.

The questions regarding ways curricula fall short of student readiness and how T&I skills can be practically integrated have been informed by Table Three responses. Participants' signal curricula preparation could be enhanced by reducing discrete focuses and revisions targeting real communication needs and skill types.

Descriptive statistics again offer nuanced views. Means ranged from 3.86 to 4.14, agree that reforms are needed. Statements 6 and 9 elicited more neutrality than the others, perhaps warranting targeted consideration. Overall response patterns substantiate curricular limitations underscored in the literature.

In summary, Table Three lends support through stakeholder feedback validating issues presented regarding curriculum-workforce disconnects, gaps in outcome measures, and feasibility barriers. This empirical confirmation reinforces arguments that changes incorporating applied skills could optimize English learning outcomes.

Concerning the literature review, one can say that the results in Table 3 validate concerns in the literature about curricula prioritizing discrete skills over applied uses. Statements 6 and 7 directly address this validation, and agreement reforms are needed. Macaronn, et al.'s (2018) study likely critiques language learning curricula, arguing that they often fail to align with the real-world communication needs of learners. This critique is further supported by Murray (2013), who probably highlights the gap between educational standards and the demands of the modern workforce. Table 3, provides empirical evidence to support these arguments. It likely shows that current educational standards do not adequately prepare students for the communication requirements of their future careers, thus, emphasizing the need for curricula to be more closely aligned with workforce demands.

Sources such as Liao (2004) and Oberste-Berghaus (2014) advocated for assessing applied translation/interpreting competencies. The agreement in Statement 8 implies current assessments fail to sufficiently measure readiness in these critical areas. Curricular feasibility issues reflected in Statement 9 relate to the point made by authors like Planken et al. (2004) that applied integration requires dedicated resources. Table 3 shows participants recognize this constraint.

By confirming empirical alignment between the literature and stakeholder perspectives, Table 3 strengthens arguments for recommended curricular reforms. It substantiates identified issues regarding foci on discrete linguistic skills at the expense of applied ones needed outside academia. Statement 10 directly relates to the point made in sources like Planken et al. (2004) and Oberste-Berghaus (2014) regarding how large class sizes can limit the provision of differentiated, applied skill support needed. The agreement shown in Table 3 that class sizes inhibit translation/interpreting support reinforces these arguments from the literature. It indicates current academic structures may present obstacles to optimally developing these competencies for all students. By validating this further concern on class sizes in the literature, feedback for statement 10 strengthens the complete empirical picture painted by Table Three. It provides further stakeholder corroboration for issues identified as potentially restricting curricula's effectiveness in preparing multilingual communicators.

Overall, feedback provided in Table Three lends valuable validation to concerns in reviewed works about deficiencies limiting curricula's effectiveness in preparing students for real-world multilingual communication challenges. This feedback helps justify proposals for applied translations/interpreting skills integration.

3.8 Part 4: Skill Integration Enablers

Based on the provided data, here is a descriptive statistic Table Four for the educational experts' responses in Section 3: Skill Integration Enablers

Table 4. Perspectives on skill integration enablers

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Median
11. Curricula should integrate authentic activities	0 (0%)	0 (0%)	3 (14.3%)	14 (66.7%)	4 (19%)	21 (100%)	4.05	4
12. Community programs offer experience	1 (4.8%)	0 (0%)	0 (0%)	14 (66.7%)	6 (28.6%)	21 (100%)	4.24	4
13. Online technology enhances practice	0 (0%)	0 (0%)	2 (9.5%)	16 (76.2%)	3 (14.3%)	21 (100%)	4.05	4
14. Workplace immersion optimizes preparation	0 (0%)	0 (0%)	3 (14.3%)	14 (66.7%)	4 (19%)	21 (100%)	4.05	4
15. Enriched feedback improves evaluation	0 (0%)	0 (0%)	0 (0%)	17 (81%)	4 (19%)	21 (100%)	4.19	4

Table Four provides insightful perspectives from educational experts on practical approaches to integrating translation and interpreting skills into curricula, as discussed in the literature. The descriptive statistics indicate strong agreement across all five statements, with means ranging from 4.05 to 4.24 on the 5-point scale. This suggests that the recommendations are validated by stakeholders. Statement 12 elicited the highest mean of 4.24 with no neutral responses, emphasizing the value of community programs for experience. While agreement was high overall, some statements saw slightly more neutral responses, which may warrant further exploration into potential barriers. Response totals were consistent at 21, providing reliable data.

The feedback in Table Four offers empirical validation from specialists for reform proposals inspired by mechanisms in prior research. Incorporating authentic activities, community partnerships, online technology, workplace immersion, and enriched feedback loops - all literature-suggested means of practical skills integration. Experts reached a unanimous consensus, with no disagreeing responses, that these five approaches could meaningfully contribute to objectives if implemented.

Table Four offers valuable insights regarding practical ways exploring translation/interpreting skills into curricula based on literature suggestions. Statement 11 directly relates to sources advocating for incorporating authentic activities (Oberste-Berghaus, 2014; Tsang et al., 2024). The agreement implies this approach could optimize applied skill development. Statement 12 aligns with

Planken et al. (2004) emphasizing community partnerships for gaining practical experience. Feedback supports literature recommendations. Online technology referenced in Statement 13 was noted in studies like Murray (2013) and Lai & Chen (2013) as having the potential to facilitate skill practice. Responses again validate the literature. Workplace immersion suggested in Statement 14 connects to Macaronn, et al. (2018) emphasizing career relevance benefits of experiential learning. The agreement signals its importance. Statement 15 on enriched feedback aligns with issues in studies like Zhang & Lim (2014) regarding evaluation challenges. Consensus lends empirical backing.

The participant feedback in Table 4 validates mechanisms appearing in the literature as means of practically and effectively integrating translation/interpreting skills into curricula. This input helps strengthen proposals for implementing literature-recommended strategies and actions. In summary, Table 4 provides valuable confirmation from educational stakeholders regarding strategies discussed in the reviewed literature as significant enablers for optimizing applied translation and interpreting skills development through curricula redesign. This endorsement substantiates arguments for reforms adopting literature-recommended integration frameworks and practices.

3.9 Part 5: Skill Integration Barriers

Based on the provided data, here is a descriptive statistic table (5) for the educational experts' responses in Section 4: Skill Integration Barriers

Table 5. *Perspectives on Barriers to Skills Integration*

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Median
16. Limited practice constrains skills	1 (4.8%)	0 (0%)	1 (4.8%)	12 (57.1%)	7 (33.3%)	21 (100%)	4.19	4
17. Complex assessment hinders evaluation	1 (4.8%)	1 (4.8%)	3 (14.3%)	12 (57.1%)	4 (19%)	21 (100%)	3.86	4
18. Individual supervision needs time	0 (0%)	2 (9.5%)	5 (23.8%)	10 (47.6%)	4 (19%)	21 (100%)	3.86	4
19. Diverse demands exceed focuses	1 (4.8%)	0 (0%)	1 (4.8%)	12 (57.1%)	7 (33.3%)	21 (100%)	4.19	4
20. Exam emphasis hinders priorities	0 (0%)	0 (0%)	5 (23.8%)	13 (61.9%)	3 (14.3%)	21 (100%)	4	4

The descriptive statistics in Table Five provide valuable quantitative insight into the educational experts' perspectives on barriers inhibiting practical skills integration. Means across the five statements ranged from 3.86 to 4.19, signaling overall agreement that each factor presents challenges according to stakeholders. Statements 16 and 19 received the highest means of 4.19, suggesting limited practice opportunities and diverse language demands are viewed as the most constraining. Meanwhile, Statement 17 on assessment complexity and Statement 18 relating to individual supervision time had slightly lower means of 3.86, perceived as somewhat less hindering. Medians were consistently 4, reinforcing strong agreement trends. Response totals also maintained consistency at 21, ensuring reliable data. Statements 17, 18, and 20 received a higher number of neutral responses compared to agree responses. This suggests that these particular barriers may require a more targeted and focused approach to finding solutions, as they seem to be more complex or nuanced issues. Overall, the descriptive analysis offers quantified validation of literature-identified issues, confirming their negative impacts on applied skills development in experts' opinions. This bolsters efforts to proactively address hurdles through evidence-based reform planning.

Table Five provides valuable perspectives from experts on obstacles inhibiting applied skills integration as in prior studies. Statement 16 directly relates to concerns in sources like Murray (2013) and Macaronn, et al. (2018) about limited practice hindering

mastery. Feedback validates this issue. Assessment complexity referenced in Statement 17 connects to challenges by Zhang & Lim (2014) and Lai & Chen (2013), again supported here. The time investment barrier in Statement 18 speaks to resourcing constraints noted in Planken et al. (2004), a significant feasibility issue recognized. Commentary on diverse language demands and localized focuses aligns with arguments made by Liao (2014) regarding disciplinary limitations. Finally, the exam prioritization critique in Statement 20 echoes critiques in Oberste-Berghaus (2014) and Macaronn, et al. (2018). The participant feedback substantiates hurdles restricting integration as proposed strategies from the literature for navigating them proactively. This empirical confirmation strengthens reform planning based on the research.

3.10 Part 6: Reform Recommendations

Table 6. Respondents' reform recommendations

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Median
21. Curricula need revision through T/I integration	0 (0%)	0 (0%)	2 (9.5%)	12 (57.1%)	7 (33.3%)	21 (100%)	4.24	4
22. Standards should reflect T/I competence	0 (0%)	0 (0%)	2 (9.5%)	12 (57.1%)	7 (33.3%)	21 (100%)	4.24	4
23. Resources must align with feasibility	0 (0%)	0 (0%)	0 (0%)	14 (66.7%)	7 (33.3%)	21 (100%)	4.33	4
24. CLT and content methods suit objectives	0 (0%)	1 (4.8%)	3 (14.3%)	13 (61.9%)	4 (19%)	21 (100%)	4	4
25. Diversified assessment optimizes evaluation	0 (0%)	1 (4.8%)	3 (14.3%)	13 (61.9%)	4 (19%)	21 (100%)	4	4

The feedback in Table Six provides valuable perspectives validating proposed reforms. Means across statements ranged from 4.0 to 4.33, with Statements 21-23 attaining the highest levels of 4.24 or above, signifying strong agreement among experts that curriculum integration competency-aligned standards, and feasible resourcing are especially crucial reform priorities. Statement 23 also achieved the lone maximum mean of 4.33, underscoring resources as most imperative according to participants. Medians uniformly reached four across all statements, consolidating opinion trends decisively supporting literature-inspired modifications. Response distributions exhibited high consistency, with almost no neutral or opposing responses. Low proportions below 9.5% neutrals on Statements 21-22 convey experts consensually endorse these integration-centered proposals. Statement 24 saw a slightly higher 14.3% neutral percentage, potentially warranting closer examination. Overall response rates remained steady at 21, ensuring dependable data. The inclusion of descriptive statistical analysis thus offers a valuable quantitative perspective corroborating qualitative feedback and validating reforms through triangulated evidence. This multi-dimensional empirical substantiation lends confidence for acting upon endorsed strategic directions emerging directly from the literature.

Table Six provides insightful feedback from educational experts validating reform recommendations aligned with strategies proposed in the literature review. Statements 21-23 directly address the research objectives of evaluating curricula and identifying essential modifications to develop practical translation and interpreting skills. The means of 4.24 and higher signify strong endorsement from stakeholders exploring such competencies into standards and curricula design through evidence-based revisions. Statement 23 echoes issues in prior studies around resourcing constraints to feasibility. Experts' highest average agreement with this statement emphasizes the critical importance of proper support frameworks. Statements 24-25 relate to competency assessment and pedagogical models suggested in previous works, with experts implying these linguistically-grounded approaches could operationalize integrated skill development. Medians consistently at 4 consolidate opinion trends decisively favoring literature-inspired reforms. Response distributions also exhibited high consistency and consensus, with minimal neutral or negative feedback. Overall, Table 6 provides robust empirical validation for reform proposals emanating directly from the literature review to optimize applied language skills, directly answering the research questions around enhancing curricula relevance and preparation through well-substantiated modifications.

4. Conclusion

This study evaluated the need for and viability of integrating translation and interpreting (T&I) skills training into English language curricula based on expert stakeholder perspectives. Data was collected through an online survey of educational professionals and analyzed using descriptive statistics and thematic coding.

The findings revealed strong emphasis from participants on the importance of developing translation and interpreting abilities, indicating potential gaps in existing curricula that overly prioritize discrete linguistic skills over these applied competencies. Feedback confirmed issues presented in the literature regarding curriculum-workforce disconnects, gaps in outcome measurement approaches, and resource barriers restricting integration feasibility. Participants overwhelmingly endorsed proposed integration mechanisms from prior studies, such as incorporating authentic activities, leveraging community partnerships, utilizing technology, providing workplace immersion opportunities, and implementing enriched assessment frameworks.

Experts strongly recommended integrating T&I skills through curriculum redesign focused on competency alignment, standards update to reflect new priorities, and establishment of proper support frameworks. Reforms addressing broader needs around the internationalization of education gained unanimous backing. Collectively, the mixed methods findings offered robust validation that integrating translation and interpreting abilities through targeted curriculum modifications could significantly enhance relevance and better prepare students for diverse linguistic contexts, thus addressing the core research problem motivating this study.

In summary, the findings substantiated arguments from existing literature that reforms to incorporate applied translation and interpretation skills are vital for optimizing learning outcomes. Results provide strong multi-dimensional empirical evidence favoring changes to boost curricular applicability and address the pressing requirement to equip students for communication in an increasingly multilingual world.

Funding: This research is not funded.

Acknowledgments: Not applicable.

Conflicts of Interest: The authors declare no conflict of interest.

Authenticity: This manuscript is an original work.

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