

Perceptions of Second-Year (Y2) English Students with Regard to the Impact of Directionality on their Translation and Interpreting Performance Quality: Case Study of the Department of English at Blida 2 University

تصورات طلاب اللغة الإنجليزية في السنة الثانية فيما يتعلق بتأثير الاتجاهية على جودة آدائهم في الترجمة التحريرية والشفوية: دراسة حالة

قسم اللغة الإنجليزية في جامعة البليدة 2

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Abstract:

This is a cross-lagged study aiming at examining Perceptions of English Students (Y2) at the Department of English regarding the Impact of Directionality on their Translation and Interpreting Performance Quality. Based on a positivist paradigm and an empirical design, case study and survey methods are used. As for Statistics, It is SPSS and R-powered. The sample consists in 286 students who were enrolled in three academic years 2015-2016, 2019-2020 and 2021-2022. The latent variables directionality and self-concept in the research question were measured through their self-construed perceptions regarding Arabicization in S3 and Englishization in S4. The results revealed that the students do not perform with the same quality. The Logistic Model revealed their need for Arabicization. Thus, It is recommended that Arabicization and Englishization be taught from the first year of Licence either in two distinct yearly modules or as optional electives.

Keywords: Performance Quality Assessment; Directionality; TQA; IQA; Students' Perceptions; Logistic Model

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الملخص:

تهدف هذه الدراسة الطولية المتشابهة إلى دراسة إدراكات طلاب اللغة الإنجليزية في مستوى السنة الثانية (Y2) في قسم اللغة الإنجليزية فيما يتعلق بتأثير الاتجاهية على تصوراتهم لدوائهم وكذلك تأثيرها على جودة أدائهم في الترجمة التحريرية والشفوية. يعتمد البحث على براديجم وضعي وتصميم إمبريقي. استخدمت الدراسة منهج دراسة الحالة ومنهج المسح القائم على الاستبيان لجمع البيانات. علاوة على ذلك، لتحليل البيانات، استخدمت الدراسة الطريقة الإحصائية المدعومة ببرنامجي SPSS و R. تتكون العينة من 286 طالبًا سجلوا ودرسوا في ثلاث سنوات أكاديمية 2016-2015 و 2019-2020 و 2021-2022. قيس المتغيرات الكامنة في إشكالية البحث لاسيما الاتجاهية والتصور الذاتي من خلال تصوراتهم التي عبروا عنها إزاء التعريب في السداسي الثالث والتعجيم في السداسي الرابع. كشفت النتائج أن الطلاب لا يؤدون بالجودة نفسها بسبب تصوراتهم فيما يتعلق بصعوبة الترجمة التحريرية والشفوية إلى اللغة الإنجليزية. كشف النموذج اللوجستي عن حاجتهم إلى التعريب. وبالتالي، يوصى بتدريس التعريب واللغة الإنجليزية اعتبارًا من السنة الأولى لليسانس إما في مقياسين سنويين منفصلين أو كمواضيع اختيارية.

كلمات مفتاحية: تقييم جودة الأداء، الاتجاهية، تقييم جودة الترجمة، تقييم جودة الترجمة الشفوية، إدراكات الطلاب، النموذج اللوجستي

1. Introduction

This is a cross-lagged study that aims at examining Perceptions of Second-year Students (Y2) Regarding the Impact of Directionality on their Translation and Interpreting Performance Quality. Y2 is used for Second Year instead of the LMD system's L2 in order to avoid confusion with L2, which stands for Second Language in the literature. Six different groups were surveyed at three different points in time.

1.1 Research Problem: Impact of Directionality is a tiny problem in the complex issue of translation and interpreting assessment. Indeed, Y2 students are introduced to translation and interpreting activities through the discovery unit course. In S3, Arabicization, which refers to translating or interpreting from English (their L2) into Arabic (L1), is tackled. In S4, Englishization, which refers to translating or interpreting from Arabic into English, is dealt with. While translating and interpreting skills mastery is supposed to be independent from directionality, It has been noticed over many academic years that Performance Quality of Y2 Students in Translation and Interpreting at the Department of English when translating or interpreting into their B language (English) is weaker than their performance when translating or interpreting from English into Arabic.

1.2. Research Rationale: This study is a by-product of the doctoral research project on Interpreting Quality Assessment where the focus is on the perceptions about assessment of the combination Arabic into English at Master level. The link here is that the examination of perceptions of Y2 students regarding the impact of directionality on their Translation and Interpreting performance quality paves the way for a deeper understanding of the phenomenon and the relevant assessment processes along the learning journey.

1.3. Research Aim and Objectives: The aim of this paper is to shed light on the complexity of assessment performance. Thus, the objectives of this modest study are as follows:

- (a) Eliciting students' perceptions about directionality (Arabicization and Englishization) preferences, content difficulty and course usefulness for their L2 language competence, i.e English language mastery at Licence level.
- (b) Understanding the dimensions and implications of the phenomenon of directionality in translating and interpreting and how they could be related to performance variables at the Licence and Master's level.

1.4. Research Question: What are the Perceptions of Second-Year (Y2) Students in English Department with regard to the Impact of Directionality on their Self-concept and their Translation and Interpreting Performance Quality? This research question could be broken down into sub-questions: What are the directionality dimensions related to students' self-concept perceptions? What are the main English-major students' self-concept perceptions that impede them from producing better translating and interpreting quality into B language? What are students' preferences and needs?

1.5. Research Hypotheses:

- **Null Hypothesis H_0 :** English-major students do not agree on teaching Arabicization. Their negative perceptions of Arabicization directionality effects their self-concept and their Translation and Interpreting performance quality.
- **Alternative Hypothesis H_1 :** English-major students agree on teaching Arabicization. Their positive perceptions of Arabicization directionality strengthens their self-concept and their Translation and Interpreting performance quality.

1.6. Significance of the Study:

- Highlighting deficiencies in English-major students' translation and interpreting background training. The training period, which is one academic year, seems to be insufficient for wholesale teaching of both Arabicization and Englishization processes and strategies,
- Providing insightful data and findings for a more enlightened curriculum and syllabus design. For example, enhancing the view that students should be trained differently in working into B language and C language (a second or foreign language).
- Providing data for sound assessment schemes in Licence and Master levels,

2. Review of Literature

First and foremost, perceptions about directionality are significant in quality performance assessment memes, whatever the term used to describe this process. It is worth pointing out that it is difficult to trace back attribution of the real first users of these terms. Therefore, Translating and/or Interpreting into "a non-native language" (Thelen, 2005; Piroth, 2016) or into "a non-mother tongue" (Kiraly, 2000; Pokorn, 2000, 2005, 2009, 2011, 2016), into "a second language" (Campbell, 1998; Adab, 2005) or into a "first foreign language" (Whyatt, 2019), "inverse translation" (Pavlovic, 2007; 2013; Heeb, 2016) or "Retour Interpreting" (Godijns & Hinderdael, 2005), or more technically, translating and interpreting into "B language" (Setton & Dawrant, 2016) are all used with the same meaning. Thus, perceptions of Y2 Students with regard to the impact of directionality on their Translation and Interpreting Performance Quality were examined.

Second, this study does not go back to delve into the controversy over whether interpreters should practice retour (Godijns & Hinderdael, 2005) or whether trainees should be trained in interpreting into B or not. There is enough evidence that practice in both directions is crucial (Gile, 2005; Albl-Mikasa, 2013; Pokorn, 2009). They have highlighted the relevance of directionality in interpreting studies and its

implications on cognitions, note-taking and fluency. Adab (2005) argued that the view that translators should work only into their mother tongue is an impractical meme.

Third, in recent educational settings, Pokorn et al. (2020) delved into the influence of directionality on output quality, especially the types of errors. Hagemann (2019) triangulated her view as B language instructor with the views of her students' native language A. She stressed that the profiles of translation teachers have not been considered in the discussions over the influence of directionality. Directionality difficulty has been explored by many researchers. Pietryga (2022) explored students' perceptions and confirmed that directionality is cognitively demanding. Hadj-Mahammad (2024) investigated 40 students' directionality preferences, self-rated abilities and practice frequency. Hedadoua et al. (2022) stressed the relevance of official translation into foreign languages to training via sworn translators' views. Yet, statistically speaking, the sample size in these studies remains small.

The gap in the literature that this study aimed at bridging is to compare the participants' perceptions about their real performance in two different semesters with their perceptions about their self-concept, which is reflected in their expressions of needs and their opinion about Arabicization.

3. Methodology, Design and Procedure

This study is based on a positivist paradigm, a quantitative approach (Mellinger & Hanson, 2017) and an empirical design. Its context is the University of Blida 2, Department of English. It is focused on the Course of Translation that is designed for Y2 students. As regards the Methods used for data collection and analysis, in addition to Case Study, Questionnaire-based Survey Method and Statistical Method (SPSS and R-powered) were exploited. Indeed, the sample of participants comprised 286 Students (n=286) who were enrolled in Y2 in three academic years 2015-2016, 2019-2020 and 2021-2022. They were surveyed randomly ex-post facto. According to Krejcie and Morgan (1970), a sample size of 286 individuals is statistically speaking representative of a population (N) up to 1100 individuals.

The questionnaire encompasses 16 questions that cover these aspects (course-related satisfaction; direction-related satisfaction; instructor-related satisfaction):

- Preference with regard to Translating activities;
- Course overall assessment (Rating of L2 Translation course, rating of clarity of objectives);
- Assessment of content difficulty for each semester/direction (S3 and S4) and its correspondence with the level of study;
- Assessment of course role in English language mastery (Usefulness and extents of benefits for each direction, Arabicization and Englishization),
- Assessment of Arabicization relevance to students' needs (Students' direction preference, course instruction language);
- Rating overall performance of the instructor (Instruction language, Feedback, performance).

4. Presentation of Results

After processing data through SPSS, without cleaning missing values, the results revealed that the 286 second-year university students who answered the questionnaire were 43 males (15%) and 243 females (85%). Obviously, in addition to gender differences, the sample is not homogenous, because it is composed of multigroups to which 286 students belonged in the three different academic years as follows: 2015-2016 (3 Groups), 2019-2020 (2 Groups) and 2021-2022 (3 Groups). Table 1 below shows responses to Question 3 whereby 246 (i.e. 86%) students stated that they like translating and only 40 (i.e 14%) stated that they do not like translating. Nonetheless, all the participants answered the remaining questions without any specific

pattern. 26 students (9,1%) did not rate the Translation course while 200 find it either Good, Very good or Excellent.

Table 1: Liking Translating

Codes/Response	Frequency	Percentage	Valid Percentage	Cumulative %
1 Yes	246	86,0	86,0	86,0
2 No	40	14,0	14,0	100,0
Total	286	100,0	100,0	

Surprisingly, 27,8% seem confused with regard to Course Objectives, which are stated in the Syllabus and were explained in the first sessions of each semester.

Table 2: Clarity Of Course Objectives

Codes/Response	Frequency	Percentage	Valid %	Cumulative %
1 Yes	205	71,7	72,2	72,2
2 No	79	27,6	27,8	100,0
Total	284	99,3	100,0	
Missing	2	,7		
Total	286	100,0		

In Question 5, students were asked to state whether S3 and S4 are helpful in improving their mastery of English in order to elicit their perceptions about the role of Arabization and Englishization in language learning. Table 3 below illustrates that 181 students (64,2%) think that Arabization content in S3 helped them improve their mastery of English and Table 4 below illustrates that 168 students (63,4%) think that Englishization helped them. Surprisingly, for some students, neither Arabization nor Englishization played a role in English Language mastery. 101 students (35,8%) think that Arabization did not help them reach this objective and 97 (36,6%) think that Englishization did not help them reach this objective.

Table 3: Role of Arabization (S3) and Englishization (S4) In English Language Mastery

Code/ Role	Semester 3 (Arabization)				Semester 4 (Englishization)			
	Freq.	%	Valid %	Cumulative %	Freq.	%	Valid %	Cumulative %
1 Yes	181	63,3	64,2	64,2	168	58,7	63,4	63,4
2 No	101	35,3	35,8	100,0	97	33,9	36,6	100,0
Total	282	98,6	100,0		265	92,7	100,0	
Missing	4	1,4			21	7,3		
Total	286	100,0			286	100,0		

In Question 10, participants were asked to express their opinion about Arabization teaching in S3. 89,5% agree on teaching Arabization.

Table 4: Opinion about Teaching Arabization in S3

Q10: Do you agree on teaching Arabization?				
Codes/Response	Frequency	Percentage	Valid %	Cumulative %
1 Yes	256	89,5	89,5	90,6
2 No	27	9,4	9,4	100,0
Missing	3	1,0	1,0	
Total	286	100,0	100,0	

Furthermore, in Question 12, participants were asked to express their learning Needs as far as the use of Arabic as a language of instruction is concerned. 152 students (i.e. 53,9%) in S3 and 159 students (59,6%) stated 'No' as a response. Table 6 and Table 7 below provide further insights regarding students' perceptions vis-à-vis the use of language for instruction and for content.

Table 5: English Students' Needs

Q12: Do you feel the need for using Arabic more instead of English in S3 or in S4?								
			Semester 3			Semester 4		
Codes/Response	Freq.	(%)	Valid (%)	Cumulative (%)	Freq.	%	Valid (%)	Cumulative (%)
1 Yes	130	45,5	46,1	46,1	108	37,8	40,4	40,4
2 No	152	53,1	53,9	100,0	159	55,6	59,6	100,0
Total	282	98,6	100,0		267	93,4	100,0	
Missing	4	1,4			19	6,6		
Total	286	100,0			286	100,0		

Table 6: Extent of Contribution of Arabization and Englishization in Learning English

The extent to which S3 was helpful?					The extent to which S4 was helpful?			
Code/Response	Freq.	(%)	Valid (%)	Cumulative %	Freq.	(%)	Valid (%)	Cumulative %
1 Not Helpful	34	11,9	12,0	12,0	37	12,9	13,8	13,8
2 A Little Helpful	98	34,3	34,6	46,6	83	29,0	31,0	44,8
3 Helpful	130	45,5	45,9	92,6	127	44,4	47,4	92,2
4 Very Helpful	21	7,3	7,4	100,0	21	7,3	7,8	100,0
Total	283	99,0	100,0		268	93,7	100,0	
Missing	3	1,0			18	6,3		
Total	286	100,0			286	100,0		

Table 7: Perception about Easiness of S3 and S4 Contents of L2 Translation Course

Code/Easiness Perception	Semester 3 (Arabicization)				Semester 4 (Englishization)			
	Frequency	(%)	Valid (%)	Cumulative (%)	Frequency	(%)	Valid (%)	Cumulative (%)
1 Easy	83	29,0	29,2	29,2	63	22,0	24,7	24,7
2 A Little Difficult	151	52,8	53,2	82,4	132	46,2	51,8	76,5
3 Difficult	40	14,0	14,1	96,5	50	17,5	19,6	96,1
4 Very Difficult	10	3,5	3,5	100,0	10	3,5	3,9	100,0
Total	284	99,3	100,0		255	89,2	100,0	
Missing	2	,7			31	10,8		
Total	286	100,0			286	100,0		

Table 7 above shows students' perceptions about L2 Course content easiness (Question 7 and Question 8).

Despite the fact that the participants are specialized in English, only 24,7 % find Englishization easy while 29,2 % of the students find Arabicization content easy. By excluding 31 missing responses, 192 out of 255 students stated that Englishization content is either a little difficult, difficult or very difficult. This is confirmed by Table 3 results where 44,5% think that S3 content was easier. 19,6% found that Englishization is more difficult than Arabicization (14,1%).

Table 8: Comparison Between S3 (Arabicization) and S4 (Englishization) Contents' Easiness

Code/Response	Frequency	(%)	Valid (%)	Cumulative (%)
1 S3 is Easier	126	44,1	44,5	44,5
2 S4 is Easier	80	28,0	28,3	72,8
3 Similar	77	26,9	27,2	100,0
Total	283	99,0	100,0	
Manquant	3	1,0		
Total	286	100,0		

As shown in Table 9, 65% of the respondents think that the course correspond to their level of study.

Table 9: Correspondance between Content Difficulty and Level of Study

Q13: Correspondance between Translation Course Difficulty Level and Level of Study?				
Codes/Response	Frequency	Percentage	Valid %	Cumulative %
2 Yes	186	65,0	66,0	66,0
1 No	96	33,6	34,0	100,0
Total	282	98,6	100,0	
Missing	4	1,4		
Total	286	100,0		

In Question 9, students were asked about Practicality. 68% think that S3 course content was practice and 59,5% think that S4 was practical.

Table 10: Practicality of Translation Course Content

Q9 : S3 and S4 Content Practicality?								
Codes/ Response	Semester 3				Semester 4			
	Freq.	(%)	Valid (%)	Cumulative (%)	Freq.	(%)	Valid (%)	Cumulative (%)
2 Yes	196	68,5	69,8	69,8	156	54,5	59,5	59,5
1 No	85	29,7	30,2	100,0	106	37,1	40,5	100,0
Total	281	98,3	100,0		262	91,6	100,0	
Missing	5	1,7			24	8,4		
Total	286	100,0			286	100,0		

In order to make sure there is no bias vis à vis the role of the instructor, Question 11, Question 14 and Question 15 dealt with the overall performance of the instructor including his feedback. Table 11 and Table 12 below depict students' perceptions. 74,4% students stated that their instructor's feedback was useful.

Table 11: Rating of Instructor's Performance

Q14: Overall Performance of the Instructor?				
Code/Response	Frequency	Percentage	Valid %	Cumulative %
1 Fair	41	14,3	14,5	14,5
2 Good	137	47,9	48,6	63,1
3 Ver Good	82	28,7	29,1	92,2
4 Excellent	22	7,7	7,8	100,0
Total	282	98,6	100,0	
Missing	4	1,4		
Total	286	100,0		

Table 12: Perceptions about Feedback Usefulness

Q15: Was the Professor's Feedback helpful?				
Code/Response	Frequency	Percentage	Valid %	Cumulative %
2 Yes	209	73,1	74,4	74,4
1 No	72	25,2	25,6	100,0
Total	281	98,3	100,0	
Missing	5	1,7		
Total	286	100,0		

As regards Question 16, which elicits participants' comments and suggestions, patterns of responses were analyzed manually and encoded into 8 codes to leave code 9 for missing data. The results revealed that students request more theoretical explanations and more practice. It is worth noting that string variables were excluded from the predictive model.

The first issue that was considered to perform Inferential Statistics is handling missing data. The pattern of missing data and its percentage were analysed via SPSS as shown below.

Figure 1. Missing Values Analysis

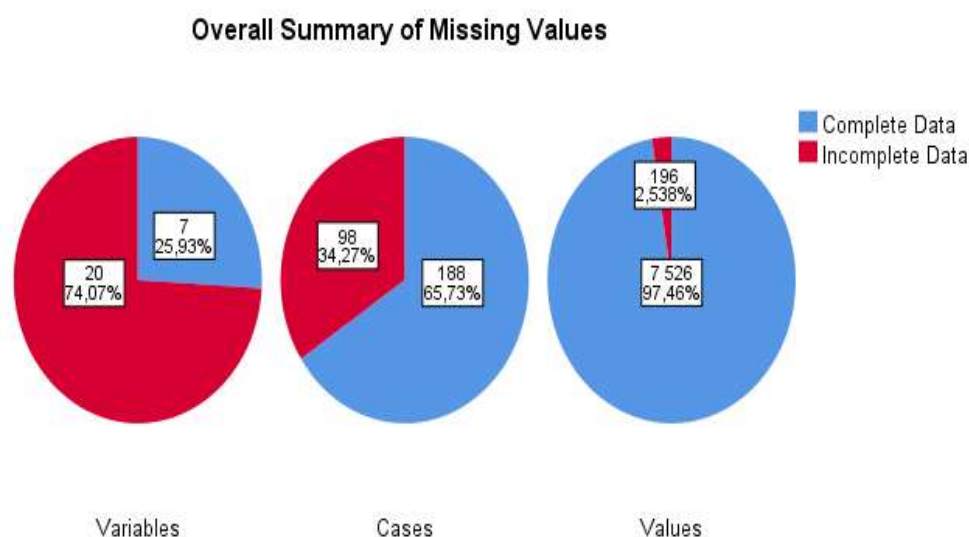
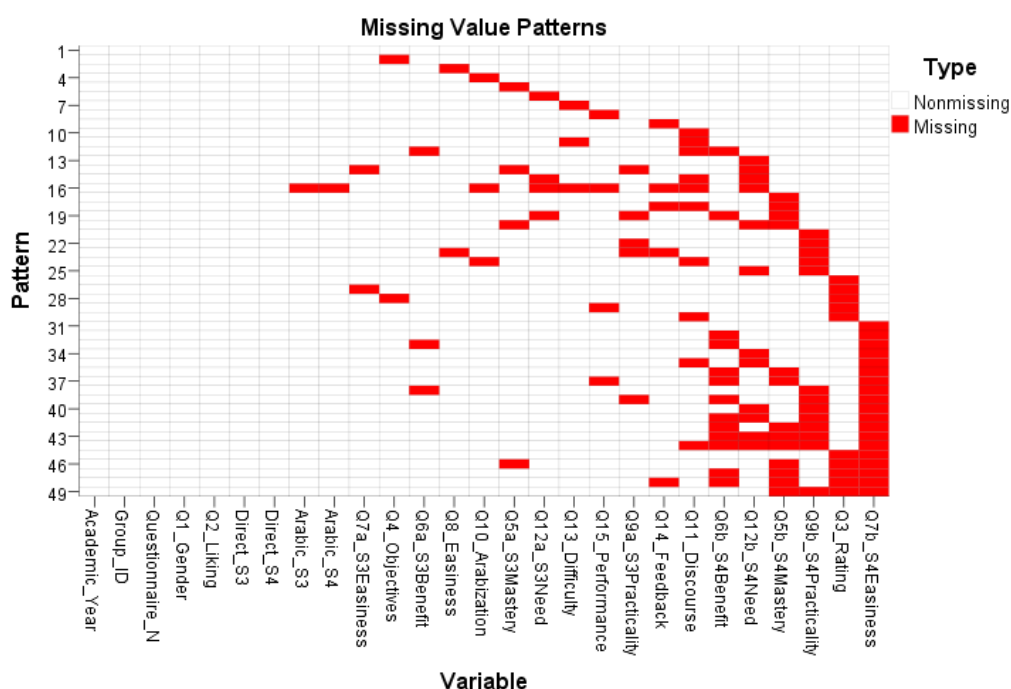


Figure 1 above shows that missing data or incomplete data in this study is only 2,538% (Red color). According Tabachnik and Fidell (2001), if the missing data is in a random pattern, as shown in Figure 2 below, and less than 5% of the total data, then It is not considered a serious problem to data analysis. In light of this basis, instead of deleting missing values automatically for some incomplete cases, categorical values were replaced via R software by mode values. Hence, analysis could be carried out including all 286 cases despite the fact that 31 students (That is 10,8%) did not answer the question related to S4 Content easiness. Percentages of missing answers in the questions related to S4 were higher. The random pattern is Figure2 is in red color.

Figure 2. Missing Values Pattern Analysis



As regards reliability, Cronbach Alpha is 0,68 which reflects acceptable reliability. Cronbach Alpha is greater than 0,50, which means that there is internal consistency in the scale. Frequencies revealed that the intervening variables ‘Perceptions about the Translation Course’ and ‘Perceptions about the Instructor Performance’ are positive. That is to say, they do not have any negative influence on the participants’ perceptions about directionality.

Binary Logistic Regression Analysis is a type of logistic regression whereby the relationship between a categorical dependent variable with one or more independent variables is examined. At this level, demographic and string variables were excluded. As regards assumptions, normal distribution of data, linearity and variance equality within groups are not requirements. SPSS results’ report which includes many sections revealed that the minimum number of cases could be fulfilled despite the deletion of 98 cases in the 20 iterations of analysis. The Case Processing Summary shows that 188 cases are selected and could be included in the analysis. We opted for analysis of cleaned data of 286 cases.

Logistic Regression Analysis is described in many steps. First, Table 13 below shows the encoding of the Dichotomous Dependent Variable ‘Agreement on Teaching Arabicization’. It was coded as No=0 (I do not agree) and Yes=1 (I agree). After that, Tables 14, 15, 16 and 17 reveal how equation variables are analysed to build the model. Visualization of the outcome categorical variable ‘Agreement’ in the Binary Logistic Model is in Figure 3.

Table 13 Encoding of The Dependent Variable ‘Agreement on Teaching Arabicization’

Dependent Variable Encoding	
Original Value	Internal Value
No	0
Yes	1

Results in Bloc 0 and Bloc 1 are as follows:

Table 14 Variables in the Equation

		Variables in the Equation					
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	2,073	,232	80,200	1	,000	7,952

In this step, which is called Step 0, the other predictor variables are not included in the model. It serves as the baseline. The value of the B intercept is 2,073.

In Bloc 1, several methods could be exploited. In this study, the Method Enter is used. All the predictor variables are added to the model to function as a linear predictor. It is worth pointing out that logistic regression in SPSS could be performed in many ways: 1. Generalized Linear Models; 2. Regression. Choice depends on the depth of analysis of effects and interaction ways. The present model is the simplest. Its portrayal is conveyed in Table 15, Table 16 and Table 17. These tables describe the Chi-Square Value, Goodness of Fit and Model of Good Fit and Significance.

Table 13 Chi-Square Value

		Omnibus Tests of Model Coefficients		
		Chi-square	df	Sig.
Step 1	Step	131,622	34	,000
	Block	131,622	34	,000
	Model	131,622	34	,000

Table 15 reveals that Chi-square is 131,622 at the significance level 0,001.

Table 14 Goodness of Fit

Model Summary			
Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	,000 ^a	,503	1,000

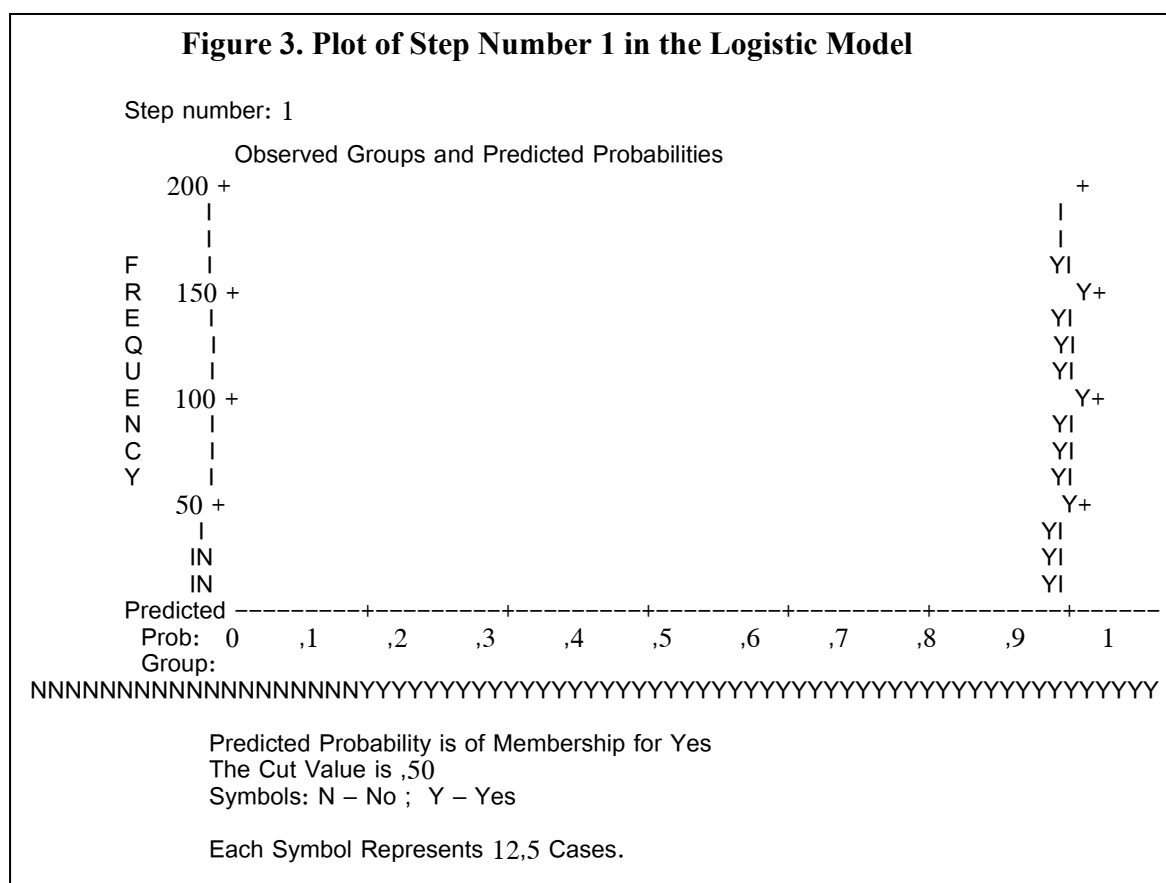
a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

As far as Goodness of Fit is concerned, Table 16 above shows that Nagelkerke R Square value is 1. At the meantime, Table 17 which is devoted to Model of Good Fit and Significance shows that Hosmer and Lemeshow Test is significant.

Table 17. Model of Good Fit and Significance

Step	Chi-square	df	Sig.
1	,000	2	1,000

In statistical analysis, visualization of data (Figure 3.) plays a crucial role in obtaining insightful threads. Predicted Probability is of Membership for Yes, the Cut Value is 0,50, Symbols used are N, which stands for No, and Y, which stands for Yes. Each Symbol Represents 12,5 Cases.



Further analysis could show the relationships between the predictors and the dependent variable. The result values would be used to plot the final sigmoid function or the following logistic function:

$$\sigma(z) = \frac{1}{1 + e^{-z}} = \frac{1}{1 + \exp(-z)}$$

Therefore, these statistical measures provide sufficient evidence to reject the Null Hypothesis and to accept the Alternative Hypothesis. English-major Self-Concept as well as their Translation and Interpreting Performance Quality could be enhanced by teaching them Arabization. Results of this study bridge a gap in the literature regarding learners' perceptions. The current practice of introducing English-major students directly to Englishisation is neither the only nor the best solution for their weaknesses. Their profile and performance outcome could be re-imagined by examining all the factors and components. Statistics-based studies could provide further evidence relevant to this matter.

5. Interpretation and Discussion of Findings

The main finding as far as the validation of the hypotheses is concerned is that the Null Hypothesis H_0 is rejected and the alternative hypothesis is accepted.

- Null Hypothesis H_0 : English-major students do not agree on teaching Arabization. Their negative perceptions of Arabization directionality effects their self-concept and their Translation and Interpreting performance quality.
- Alternative Hypothesis H_1 : English-major students agree on teaching Arabization. Their positive perceptions of Arabization directionality strengthens their self-concept and their Translation and Interpreting performance quality.

Independently from the mastery of interpreting strategies and techniques, Arabic-English directionality alters most students' performance quality negatively. It alters their self-concept negatively. It grows their need for mastering their A language, i.e. their native language. Students started feeling the need to master L1 in order to learn L2. 31 students (That is 10,8%) did not answer the question related to S4 Content Easiness. The results may be discussed in light of our review of literature according to two categories: (1) Speciality; (2) Mode. One might think that Englishization for English-major students would be easier (Hadj-Mahammed, 2024). However, this study result revealed that this is not true. This study confirms the results of Pietryga (2022), Englishisation is cognitively demanding. Calling for curriculum change is the purpose, not only for translator trainees (Hedadoua & al, 2022) but also for English students, because no single course could include all translation and interpreting modes. Therefore, this study provides further evidence.

In addition to the insignificant Standard Deviation (0,29), the significant Logistic Model could be illustrated and strengthened by calculating Effect Size for all the coefficients, by factor analysis and by mixed-effects studies.

6. Conclusion

To conclude, directionality impact must be considered in English curriculum and assessment design in order to improve assessment benefits in Licence and Master levels. Furthermore, continuation in this line of research is needed to investigate students' needs in L1 and L2 to bolster the current syllabuses. Translation courses could be taught in L1. Studies on adding elective courses for would-be interpreters are also recommended as the current curriculum does not consider any major change or expanded professional practice.

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