

RESEARCH ARTICLE

Exploring the Consistency between Translation Style Attitudes and Practices

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ABSTRACT - Research on translation style has garnered increasing attention from scholars in translation studies. However, a critical gap remains in examining the consistency between students' attitudes towards translation style and their actual translation practices. To address this gap, this study employed a mixed-method approach, integrating quantitative and qualitative analyses to investigate the attitudes and practices of 60 Chinese English majors. The study specifically analysed questionnaire data to identify recognised indicators of consistency. The students' translations were then evaluated using these indicators to assess their performance. The consistency analysis reveals a strong alignment between students' attitudes and the practical application of these translation style indicators. Moreover, a directional difference was observed: English-to-Chinese translation shows greater consistency than Chinese-to-English translation.

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1.0 INTRODUCTION

The accelerated process of globalisation has made translation increasingly critical in intercultural communication (Khaibaeva, 2021). In this context, translation is an irreplaceable tool for fostering communication, understanding, and cooperation among different language groups (Abood & Mohesan, 2023). Consequently, translation studies and education have garnered significant attention, emphasising exploring translation practices in real-life contexts, mainly how human behaviours influence the translation process (Gough, 2024).

Although human behaviours in translation studies have received some attention, little research has addressed the categorical and individual differences among translators in various translation activities. Translation style is key in translation studies, shaping strategies, using lexical items, and adapting cultural elements (Yao et al., 2025). It reflects the translator's linguistic proficiency in a specific context and their attitudes, cultural understanding, and personal preferences towards the source and target languages. However, compared to other aspects of translation, translation style has received relatively limited research attention.

1.1 Translation Style

A clear understanding of translation style diversity is fundamental to analysing the consistency between translation style attitudes (views on translation style) and practices (its application in translation texts). As translation theories evolve, they have provided diverse perspectives to better understand translation styles (Munday et al., 2022). For example, Nord (2010) emphasises that translators must functionally adapt the source text to align with the expectations and cultural norms of the target audience. Consequently, analysing translation style through the lens of functionalist theory should also consider the target audience and context of use. Besides, translation style within the framework of descriptive translation studies places greater emphasis on the influence of sociocultural factors in shaping translation style. This approach argues that translation style results from a translator's search for a balance between the source and target language norms (Prieels & De Sutter, 2017). When analysing translation style from the perspective of systemic functional linguistics, a translator's choices are regarded as strategies to achieve communicative functions across different language systems (Munday, 2014), which means that translators adapt to the communicative needs of the target language by choosing words, grammar and discourse structures, thus forming their specific translation style. From the perspective of cultural studies, translation style has become an embodiment of a translator's cultural identity and ideological stance, which can reveal the complexity of translation as a bridge of intercultural communication and emphasise the importance of the issue of power in translation (Korycki, 2017).

As for the related studies on translation style, the early studies were mainly based on a researcher's or critic's intuition and personal experience. Although this approach facilitates the expression of the researcher's personal view, it is more subjective due to the lack of objective evaluation criteria. Thus, they are less generalisable, and the results of the studies are difficult to verify with each other (Munday et al., 2022). Later, with the advancement of multicultural exchanges, translation, as an essential tool for cross-cultural communication, is no longer confined to the linguistic level but also extended to the cultural level, which means that more attention is paid to how translators perform linguistic transformations within the framework of different cultures (Katan & Taibi, 2021). Also, the increasing development of computational and corpus technologies has made it possible to process and analyse large amounts of textual data, which provides sufficient empirical data for translation-style research (Baker, 2019).

Different theoretical perspectives have pointed out various research directions for translation style, and the evolution of research methods has made the figurative examination of translation style possible. However, these studies often concentrate on exploring

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translation styles within specific historical periods or analysing the work of particular translators. Most studies focus on the styles of established translators, while relatively few systematically investigate the style tendencies of different translator groups, like students.

1.2 Attitude and Practice

This section analyses the relationship between attitude and practice and incorporates these findings into the present study. As early as 1991, Ajzen's Theory of Planned Behaviour showed that attitudes influence practices through behavioural intentions (Ajzen, 1991). Existing studies conducted in the subsequent period suggest that positive attitudes tend to be associated with healthier behavioural practices, particularly in specific contexts. Positive attitudes significantly influenced preventive behaviours (Peng et al., 2020) and actual protective actions (Maheshwari et al., 2020). In the study of Alahdal et al. (2020), it was also confirmed that high scores of respondents' attitudes resulted in respondents showing higher levels of practice. This further illustrates the significant influence of attitude on practice. Some studies have confirmed that the positive attitudes of mothers directly influence their children's nutritional practices (Guntari & Khomsan, 2021). In addition, research in the mental health field also indicates that respondents' positive attitudes significantly impacted their behavioural practices (Andrade et al., 2020). In teaching and learning, students' attitudes towards cooperative learning also affected academic performance, and learners' attitudes play an important role in constructing knowledge and forming practical skills (Qamar, 2024). These findings provided valuable insights into the relationship between students' attitudes towards translation style and their practical performance.

Previous studies suggest a positive association between attitudes and practices, with numerous investigations exploring this relationship across different fields. As a result, it can be inferred that students' attitudes towards translation styles can be viewed as drivers of behavioural intentions, the effects of which are ultimately reflected in the translated texts. Although the consistency between attitude and practice has been discussed in various disciplines, there remains a scarcity of literature in the translation field—particularly concerning the alignment between translation style attitudes and actual translation behaviours. Moreover, the choice of translation style involves complex linguistic and cultural judgments, and whether a translator's attitude towards translation style is realistically reflected in their practice has not yet been systematically discussed.

1.3 Translation Style Attitude and Translation Style Practice

In translation education, cultivating students' translation abilities is a central goal, and helping them develop their translation styles is one of the key objectives (Dong, 2014). Students' attitudes towards translation style reflect their tendencies and preferences when approaching translation tasks. The degree to which their translation behaviours align with these attitudes is closely tied to developing their translation skills and enhancing translation quality. Most existing studies focus on translation skills, competence, and quality evaluation (Salamah, 2024; Lesznyiák, 2024). However, these contributions fail to address the consistency between translation style attitudes and the practical application of translation style in translation texts, leaving this issue unresolved. Research into the relationship between translation style attitudes and practices remains insufficiently explored, limiting a comprehensive understanding of students' translation behaviours and posing challenges to cultivating their translation styles.

When examining attitudes towards translation style, relevant studies are scarce. However, general research on attitudes towards translation has been conducted, offering valuable insights. The most frequently discussed topic is translators' attitudes towards different translation forms, such as translation crowdsourcing (Flanagan, 2016), self-translations (Pisanski Peterlin, 2018), and indirect translation (Ivaska & Paloposki, 2018). Besides, some studies explore the attitudes in the translation process, suggesting that different translators have distinct attitudes and preferences during various translation processes, resulting in translations with other characteristics. A translator's attitude is believed to affect the narrative perspective through language choices and further affects readers' attitudes towards the textual characters (Heino, 2024). Therefore, the expression of the attitude in translation is usually the subjectivity conveyed by a translator through lexical choices in the translation process (Munday, 2012). In this way, readers' attitudes towards translation are influenced by the balance between preserving the source's characteristics and ensuring readability (Campbell, 2015), while different reading strategies may also contribute to this perception (Johnson, 2021). Learners, especially students, tend to favour translation (Nourinezhad & Kashefian-Naeeni, 2020). Among them, students with lower language proficiency exhibit more positive attitudes towards machine translations, as they find it helpful for improving their language performance (Tsai, 2022).

Translation style attitudes ultimately need to be reflected through specific practices in translation texts. Although fewer studies directly address the practical application of translation style in translation texts, the existing studies on translation practices (such as translation quality assessment, strategy selection, and cross-cultural adaptation) can provide some references for understanding translation style practices. Translation practice in modern English advocates the combination of purposive and contextual factors to achieve functional equivalence of translations (Deng, 2016). From this point, adaptability and equivalence become two concerns of translation practice. Translation practice is an operation at the linguistic level. It involves a translator's physical and cognitive participation in a particular work environment, emphasising translation practice as a dynamic process that requires the translator to make stylistic adjustments to suit the medium and the environment for a specific context (Olohan, 2017; Ahmedov et al., 2024). For example, in audiovisual translation subtitling, translators must balance the visual content with audience expectations, giving translation practice in the film and television context distinct stylistic characteristics (Kuscu-Ozbudak, 2021). Another form of translation practice is quality assessment, which requires diverse approaches to address the multilingual and non-linguistic factors involved (Alharbi, 2024). Besides, translation accuracy and fidelity to the source text are key considerations in translation practice. For example, back-translation is crucial in maintaining consistency of translation style while enhancing accuracy and fidelity to the original text (Klotz et al., 2023).

Current research highlights variations in attitudes toward translation across specific contexts and demonstrates that these differing attitudes influence related translation practices. This underscores a distinct relationship between attitudes toward translation and corresponding translation practices. However, whether attitudes toward translation style are reflected in actual translation practices

remains underexplored. Moreover, most existing studies on translation attitudes and practices focus on professional translators, with limited systematic research on students.

1.4 Research Objectives

The existing studies are deficient in the following aspects. First, studies on translation styles have primarily focused on professional translators, while the exploration of students' translation style tendencies is limited. Moreover, studies on translation attitudes are more widely explored, but those on their consistency with translation practices are comparatively fewer. Finally, interdisciplinary studies have proved that attitude influences practice, but translation-style studies have not fully verified this. These research gaps motivate the present study to investigate the consistent relationship between students' attitudes towards translation style and their actual translation practices. This leads to the following objectives for this study:

1. To explore students' general attitudes towards translation style.
2. To examine how students' attitudes towards translation style are reflected in their translation practices.

2.0 METHODOLOGY

2.1 Research Sample

In this study, the sample includes students and their translated texts. A questionnaire survey was first conducted with 60 English-major students in China aged 21-23. The group comprised 30 males and 30 females, evenly distributed between third and fourth-year students. Subsequently, these 60 students produced 120 translated texts, including 60 English-to-Chinese (E-C) translations and 60 Chinese-to-English (C-E) translations.

2.2 Instruments

This study used a combination of quantitative and qualitative research instruments to comprehensively examine translation style consistency. The selected instruments include a closed-ended questionnaire and a set of translation texts designed to systematically measure students' attitudes towards translation styles, analyse their translation practices, and assess their consistency.

2.2.1 Closed-ended Questionnaire

A self-administered, closed-ended questionnaire was employed to comprehensively understand students' attitudes towards translation style. The first section collected demographic information, including participants' gender and grade level. The second section focused on the main topic, comprising four translation style dimensions: Dimension 1 (Vocabulary & Sentence Structures), Dimension 2 (Rhetorical Devices & Language Styles), Dimension 3 (Cultural Adaptability & Tone and Emotion), and Dimension 4 (Translation Formats & Personal Preferences). Designed to align with the study's objectives, the questionnaire underwent content validation by an expert panel of three experienced Chinese translation studies scholars. Reliability was confirmed through Cronbach's Alpha, yielding a coefficient of 0.711. Presented in English and Chinese, the questionnaire required approximately six minutes.

2.2.2 Texts

To thoroughly understand students' translation style practices, one English text and one Chinese text were selected as source texts to obtain their translated outputs. The texts were also reviewed and approved by the expert panel for suitability. The texts were then distributed to the 60 students on two separate occasions in an in-class translation setting, where students were given 40 minutes for each task to complete the translations.

2.3 Data Collection

This study adopted a mixed-method design, as quantitative and qualitative approaches complement each other by addressing their respective limitations (Creswell, 2021). After finalising the instruments, the closed-ended questionnaire was distributed to the 60 students during the first phase of data collection. For convenience, the questionnaire was sent electronically to them directly through the social media application *WeChat*. After 15 days, all 60 responses were returned and considered valid for subsequent analysis. In the second phase, these 60 students participated in the text translation, which was conducted in two sessions lasting 40 minutes each. The texts were sent and translated face-to-face in the classroom. When students finished their translations, all the translated texts were electronically processed, and the consistency and relevance of the translated texts were checked.

Subsequently, another two professors in the field of translation studies, who were not directly involved in this research, were selected to evaluate the translated texts. Before conducting the questionnaire and text translation, students were informed of the research purpose and received detailed instructions on completing them. It was also assured that all the students' personal information would remain anonymous. No prior contact between the researcher and the students existed throughout the study, and no conflicts of interest existed. Finally, following the research objectives, the data were entered into the Excel files and saved, and relevant quantitative and qualitative analyses were performed.

2.4 Data Analysis

This study analysed data from the closed-ended questionnaire and translated texts using descriptive analysis to examine overall characteristics and consistency analysis to evaluate the degree of differences. The analysis process is outlined as follows. First, a statistical description of the questionnaire data was performed, using mean and standard deviation scores to assess students' overall attitudes towards different dimensions of translation style. Subsequently, the core assessment indicators with higher levels of approval

were identified to clarify students' specific attitudes towards translation style. Next, a unified scoring rubric for students' translated texts was developed based on the core assessment indicators and validated by the expert panel. Using expert ratings (by the two professors), the extent to which these indicators are reflected in the translated texts was quantified, allowing for an evaluation of the translation style adopted by students in their translation practice.

After completing the preliminary analysis of the above data, the questionnaire scores were again matched with the translated text scores for subsequent consistency analysis. The questionnaire scores represent students' attitudes towards translation style, while the translated text scores reflect their translation behaviours. Finally, a consistency analysis was performed to examine the alignment between students' attitudes towards translation style and their actual performance. The consistency analysis calculated the consistency coefficient to quantify the degree of alignment between attitude and practice scores. A Bland-Altman analysis visually represented the overall consistency between attitudes and practices.

2.5 Ensuring Trustworthiness

Some methods were adopted in this study to ensure trustworthiness. First, the internal consistency of the closed-ended questionnaire was assessed by calculating Cronbach's Alpha Coefficient to ensure that the items reliably measured students' attitudes towards translation style. Moreover, an expert panel evaluated the questionnaire items and translated the texts to ensure that the items accurately represented each dimension of translation style attitudes and effectively reflected students' translation styles. Also, a small-scale pilot study was conducted to refine and improve the questionnaire based on students' feedback. Preliminary scoring of selected translated texts was also performed to validate the scoring rubric's appropriateness and feasibility. Finally, one expert was invited to conduct an audit trail throughout the data analysis phase. Detailed records were kept of the research process, decisions made, and any modifications to the study. These trails were accessible to the expert to ensure confirmability. These methods enhance the trustworthiness of the present study.

3.0 RESULTS AND DISCUSSION

3.1 Indicator Extracting and Scoring

To systematically assess the consistency, this study adopted a structured approach to extracting and scoring key indicators. The extraction process was based on various statistical methods to ensure a comprehensive and objective assessment. This section introduces different indicator extraction techniques, including mean and standard deviation, frequency distribution, and dimensional item-based extraction. This section also describes the scoring process for translation style practice to quantify students' stylistic tendencies.

3.1.1 Indicator Extracting Based on Mean and Standard Deviation

Mean scores can determine students' overall attitudes towards each translation style dimension, while standard deviations can measure the dispersion of students' ratings (Qamar, 2024). Before analysing the data, clear numerical threshold values should first be defined. A threshold of 3.5 was set for the mean score, with scores ≥ 3.5 indicating a positive attitude towards a particular translation style dimension. Additionally, 0.69 (calculated by one-time standard deviation) was set as a threshold for the standard deviation. A standard deviation ≤ 0.69 suggests that students' attitudes are relatively consistent with minimal fluctuation. This approach aligns with conventional methods for handling questionnaire data in the social sciences (Jia et al., 2021).

Table 1 shows the mean scores of all four dimensions above 3.5, indicating that, overall, students hold a positive attitude towards each translation style dimension. This means that the translation style characteristics of each dimension enjoy a certain degree of recognition among students. Among the dimensions, D2, with a score of 3.80, and D4, with 3.92, enjoy higher values, indicating the strongest student endorsement, followed by D1 at 3.56 and D3 at 3.65. Although the mean scores suggest an overall positive attitude from students towards the four dimensions, indicating that these style characteristics align with their translation style concepts, the standard deviations for D1 and D3 are relatively high, exceeding the threshold value of 0.69. This suggests some divergence in students' attitudes towards these two dimensions. Thus, D2 and D4 can serve as dimension indicators for the subsequent assessment of consistency in translation style.

Table 1

Mean and standard deviation scores for each translation style dimension

Dimension	Mean Score	Standard Deviation
Dimension 1 (D1)	3.56	0.72
Dimension 2 (D2)	3.80	0.68
Dimension 3 (D3)	3.65	0.75
Dimension 4 (D4)	3.92	0.60

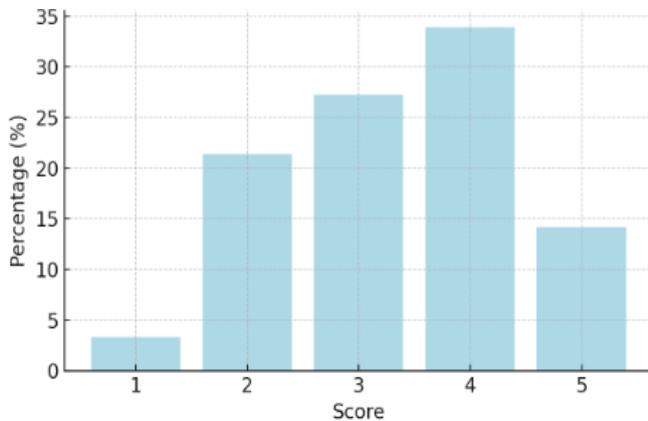
3.1.2 Indicator Extracting Based on Frequency Distribution

A frequency distribution analysis was conducted to evaluate whether D1 and D3 can serve as dimensional indicators of the consistency between translation style attitudes and practices. Using the five-point Likert scale from the questionnaire, the target threshold was established as follows: The number of students scoring 4 or 5 is significantly higher than those scoring 3, and the number of students scoring 1 and 2 must not exceed those scoring 3. A dimension indicator is deemed qualified only if both criteria are met simultaneously.

In Figure 1, students' scores in D1 were primarily concentrated around 3 and 4 points. Approximately 22% of students scored 3, while 34% scored 4, indicating that they generally agree with this dimension's translation style characteristics. Overall, the frequency distribution for D1 reflects a more moderate and positive attitude.

Figure 1

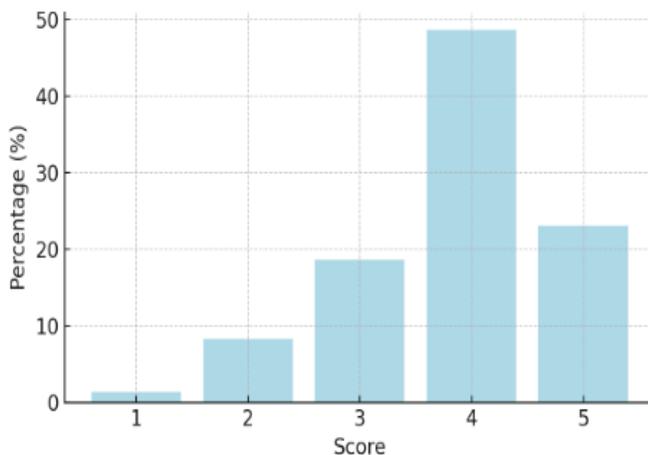
Frequency distribution for D1



In D3, as shown in Figure 2, students' scores were concentrated around 4 and 5 points. The most significant proportion of students, approximately 49%, scored 4, indicating that nearly half of the students agree with the characteristics of the translation style of this dimension. Moreover, 23% of students scored 5, reflecting strong agreement on this dimension. This distribution suggests that the characteristics of D3's translation style are widely acknowledged among students.

Figure 2

Frequency distribution for D3



By comparing the findings above with those from the mean and standard deviation analysis, an inconsistency within the same dimension was observed, potentially due to the influence of extreme values on the standard deviation. For instance, in D3, while the frequency distribution indicates that most students show a high level of agreement, a few divergent attitudes (low scores) likely contributed to the increased standard deviation (0.75). Therefore, based on this analysis, D1 and D3 are identified as suitable overall dimension indicators for examining the consistency between translation style attitudes and practices.

3.1.3 Indicator Extracting from Items under Each Dimension

After obtaining the dimension indicators, the items under each dimension were further analysed. Since the analysis focused on items within each dimension, which may result in more significant score fluctuations, a threshold value for a standard deviation, 0.92 (calculated by one-time standard deviation), was set to distinguish typical data variability from more significant fluctuations while maintaining the mean threshold value at ≥ 3.5 . This setting aligns with the conventional treatment of questionnaire data in the social sciences without losing the overall understanding due to the strict limitation of the standard deviation (Jia et al., 2021).

According to the threshold values, the items with a mean score of ≥ 3.5 and a standard deviation of ≤ 0.92 were used as indicators. The consistency assessment indicators under the four dimensions finally obtained are in Table 2, which were used to examine the consistency between students' attitudes towards translation style and their translation practices. In D1, the final consistency assessment indicators obtained were D1:1 (Word choice) and D1:4 (Syntactic structures). In D2, the final indicator was D2:5 (Differences in mother tongue between men and women are reflected in their translation style). In D3, the final indicators were D3:1 (Cultural adaptability of the text), D3:3 (Different translation strategies for different translated texts), D3:4 (Tone and emotional

expressions), and D3:5 (Emotion and colour of the source text). In D4, the final indicators were D4:2 (The given translation formats affect translation style) and D4:6 (The fidelity to the source text)— nine indicators.

Table 2

Indicators for assessing consistency within the four dimensions

Indicator	Mean	Standard Deviation
D1:1	4.23	0.65
D1:4	3.72	0.83
D2:5	3.83	0.91
D3:1	4.18	0.68
D3:3	4.03	0.76
D3:4	4.07	0.76
D3:5	4.08	0.77
D4:2	3.73	0.92
D4:6	3.77	0.87

3.1.4 Indicator Scoring in Translation Style Practices

After extracting the consistency assessment indicators, scoring commenced. Two raters (the two professors), experts in translation studies, were selected for the task. Using the scoring rubric, the nine indicators were rated on a scale of 1 to 5, where one indicated the indicator was not represented in the translated text, and five indicated it was fully represented. Before scoring, the raters underwent a two-day training program, which included familiarisation with the scoring rubric and labelling methods in text samples. Following the training, the two raters independently scored each translated text, and the results were subsequently summarised. The final scores for the 60 students were calculated as the average of the two raters' scores. The scoring results are partially presented in Table 3.

Table 3

Scoring results of students' translation texts (partial data)

Indicator		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
D1:1	E-C	4	4	4	4	3	4	3.5	3	3.5	4
	C-E	3	3	3	3	3	2.5	3	2	2	3
D1:4	E-C	4	3.5	4	4	3	4	4	3	3	4
	C-E	3	3	3	3	3	2.5	3	2	2.5	3
D2:5	E-C	3	3	3	3	2	3	3	2	2	3
	C-E	2	2	2	2	2.5	2	2	2	2	2
D3:1	E-C	4	4	4	4	3	3.5	3.5	3	3	4
	C-E	3	3	2.5	3	3	2.5	3	2	2	3
D3:3	E-C	4	4	4	4	3	3.5	4	3	3	4
	C-E	3	3	2.5	3	3	2.5	3	2	2	3
D3:4	E-C	4	4	4	4	3	4	4	3	3	4
	C-E	3	3	3	3	3	2.5	3	3	2	3
D3:5	E-C	4	4	4	4	3	3.5	4	3	3	4
	C-E	3	3	3	3	3	2.5	3.5	2	2	3

3.2 Consistency Analysis of Attitudes and Practices of Translation Style

This section describes the methods used to measure consistency, including calculating consistency scores and the Bland-Altman analysis. The calculation of consistency scores provides a quantitative measure of the degree of match between attitudes and practices. Meanwhile, the Bland-Altman analysis reveals levels of consistency, potential bias, and patterns in the data by visualising data distributions.

3.2.1 Calculation of Consistency Scores

By comparing the scores of translation style attitudes with translation style practices, the consistency between the two can be assessed, revealing whether students' translation style attitudes are reflected in their translation practices. A normalised consistency measurement formula was applied to quantify the consistency between each student's attitude and practice across the various translation style indicators. The formula can measure the closeness between the two scores, specifically each student's questionnaire score and translated text score for each indicator. This approach was chosen because normalised difference methods were commonly used in consistency analysis (Bland & Altman, 1986; Lin, 1989; Koo & Li, 2016). The formula is as follows:

$$\text{Consistency Score} = 1 - \frac{|\text{Questionnaire Score} - \text{Translation Text Score}|}{\text{Maximum Difference}}$$

In this formula, the questionnaire score reflects a student’s agreement with a particular translation style indicator. In contrast, the translation text score represents the raters’ evaluation of the student’s translation performance based on the corresponding indicator. The maximum difference is calculated as the highest value of the scale minus the lowest value. The closer the consistency score is to 1, the higher the alignment between a student’s attitude and practice on that indicator. This indicates that a student’s endorsement of a particular translation style indicator in the questionnaire is reflected in their translated text. The closer the consistency score is to 0, the more significant the discrepancy between a student’s attitude and practice on a particular indicator, indicating that the student failed to effectively apply their preferred translation style in the questionnaire in actual translation practice.

Table 4 presents the mean consistency scores for the nine indicators in E-C translation, which fell between 0.66 and 0.82, accompanied by standard deviations that suggest a relatively high level of consistency among students. These results align with established benchmarks for measuring consistency in translation studies. Scores close to 1 indicate that students maintained a high degree of consistency between their questionnaire scores and their translated text scores, especially for the four indicators: D1:4, D3:3, D3:5, and D4:6. Students’ standard deviation scores on the nine indicators range from 0.16 to 0.22, indicating a highly concentrated pattern of consistency scores across these indicators. The slightest standard deviation, D1:4 (0.158), suggests that most students performed close to the average, reflecting a consistent preference in translation style for this indicator. In contrast, D2:5, with the highest standard deviation of 0.22, still demonstrates relatively concentrated consistency scores, indicating that students maintained a certain degree of consistency even under varying conditions.

Table 4

Consistency scores: Mean and standard deviation (E-C)

Indicator	Mean	Standard Deviation
D1:1	0.79	0.17
D1:4	0.82	0.16
D2:5	0.66	0.22
D3:1	0.79	0.19
D3:3	0.81	0.18
D3:4	0.79	0.17
D3:5	0.80	0.18
D4:2	0.81	0.19
D4:6	0.82	0.16

Table 5 reveals the mean consistency scores for the nine indicators in C-E translation ranging from 0.62 to 0.83, all approaching 1. This suggests that most students’ scores were close to the mid-to-high range (around 0.7), indicating relatively stable consistency, with most falling within the higher range. Compared to E-C translation, although fewer indicators score above 0.8, the comparatively high mean still suggests a solid foundation of consistency in students’ C-E translations. The indicators with higher means (D1:4 and D4:6) indicate better consistency. In contrast, the indicator with a lower mean (D2:5) reflects the possibility of different strategies in how students understand or approach this indicator. The standard deviation scores for these indicators range from 0.16 to 0.22, the same as the range for E-C translations. This suggests that students exhibited similar low fluctuation in consistency scores across the nine indicators in both translation directions. Overall, students demonstrated good consistency in C-E translation, characterised by a high concentration of scores. The standard deviations, remaining below 0.3, further indicate that students’ consistency scores were relatively stable and showed minimal variability.

Table 5

Consistency scores: Mean and standard deviation (C-E)

Indicator	Mean	Standard Deviation
D1:1	0.72	0.20
D1:4	0.77	0.19
D2:5	0.62	0.21
D3:1	0.72	0.22
D3:3	0.74	0.19
D3:4	0.72	0.20
D3:5	0.74	0.21
D4:2	0.76	0.19
D4:6	0.83	0.16

The analysis of consistency scores for E-C and C-E translations among 60 students showed high consistency. These results highlighted a strong alignment between students' translation style attitudes and their actual translation practices in both translation directions. It is noteworthy, however, that the scores for E-C translation exhibited greater consistency than those for C-E translation.

3.2.2 Bland-Altman Analysis of Consistency Scores

To further validate the consistency between students' attitude scores and practice scores on the nine indicators, the Bland-Altman analysis was also adopted. The Bland-Altman analysis is primarily used to assess the systematic bias and range of agreement between two measurement methods or datasets, visually representing the degree of alignment between attitude and practice scores (Giavarina, 2015). Generally, the default consistency limits are set at 95% (± 1.96 times the standard deviation of the mean difference), defining the range within which most data points are expected to fall.

Figure 3 shows the consistency between the questionnaire and translated text scores in E-C translation. It can be found that most of the students' difference points lie within the 95% consistency limits, indicating a high degree of consistency between their attitudes and practices. The grey dashed line represents the mean difference between attitude and practice scores, close to 0. This indicates no significant systematic bias, implying that students' translation style attitude and practice scores are well-aligned without noticeable directional bias. Although a few data points exceeded the 95% consistency limits, their number is relatively small. It can be considered as individual deviations that do not significantly affect the overall consistency of findings.

Figure 3

Bland-Altman analysis of consistency scores (E-C)

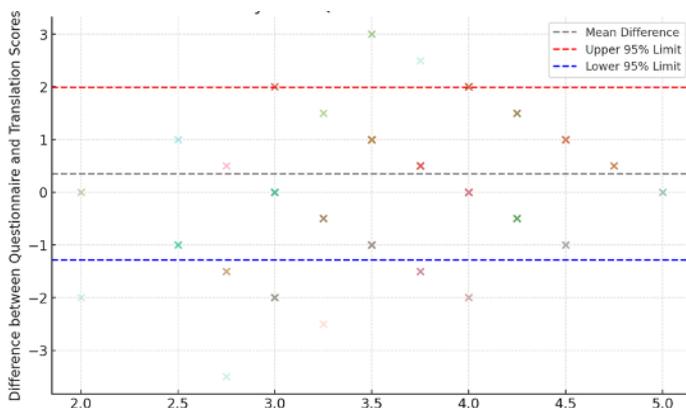
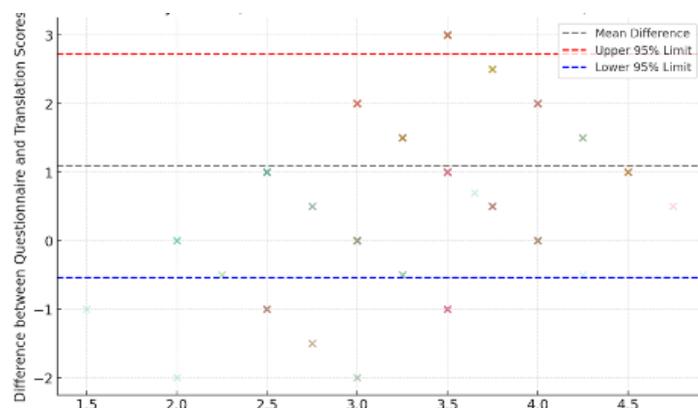


Figure 4 illustrates the consistency between students' translation style attitudes and actual translation practices in C-E translation. Most students' difference points fell within the 95% consistency limits, indicating a generally strong consistency between their attitude and practice scores. The overall mean difference, represented by the grey dashed line, is close to 0, suggesting no significant systematic deviation between the two sets of scores. This implies that students' translation style attitudes align well with their actual translation practices in C-E translation. Although a few data points exceed the consistency limits, these individual deviations are relatively minor and do not substantially impact the overall consistency findings in both E-C and C-E translations.

Figure 4

Bland-Altman analysis of consistency scores (C-E)



At the same time, individual deviations between some students' attitudes and practices were present, and most data points fell within the 95% consistency limits, indicating a high level of consistency between students' translation style attitudes and their actual translation practices. Notably, the overall mean difference between the questionnaire and translated text scores was close to 0, suggesting that students' attitudes towards translation style align closely with their practice results and that no systematic deviation

exists between attitudes and practices. The alignment between students' translation style attitude scores and their actual translation practice scores was compared by calculating the consistency scores and doing the Bland-Altman analysis, covering both E-C and C-E translation directions. The findings ultimately demonstrate the consistency between students' attitudes and translation style practices.

3.3 Consistency Discussion

By analysing the relationship between the students' scores on translation style attitudes and practices, this study explored the consistency of translation style attitudes and translation style practices. The findings revealed that the students' attitudes towards translation style and their practices for translation exhibit a high degree of overall consistency. The consistency scores were close to 1, with no indicators scoring ≤ 0.5 . The Bland-Altman analysis revealed that most data points fell within the 95% consistency limits, indicating that most students demonstrate strong alignment between their attitudes and practices. Equally important, while the overall consistency was relatively high, slight deviations remained between translation style attitudes and actual translation practices. These were reflected in higher attitude-practice standard deviations for a small subset of students and a few data points exceeding the 95% consistency limits in the Bland-Altman analyses. These deviations suggest individual differences between attitudes and practices, likely influenced by personal translation preferences or translation competence. Furthermore, the overall consistency score was higher in E-C translation than C-E translation, potentially indicating students' differing attitudes towards the two translation directions.

The present study found that students' attitudes and practices regarding translation style showed a degree of consistency, which supports the theory of planned behaviour (1991), as it holds that attitude shapes behaviours. Similar to previous research in fields such as public health and education, where positive attitudes were found to influence behaviours (Peng et al., 2020; Maheshwari et al., 2020; Qamar, 2024), this study demonstrates that students' translation style attitudes serve as behavioural drivers that are reflected in their translation practices. Further, this aligns with prior translation research, indicating that translators' lexical and rhetorical choices reflect underlying attitudes (Munday, 2012; Heino, 2024). Despite the high overall consistency, certain deviations exist between translation style attitudes and practices, with some students exhibiting more significant variations in their responses. These deviations may be attributed to individual differences in translation competence, personal stylistic preferences, or external pedagogical influences, which match previous discussions on how contextual and individual variations shape translation decisions (Campbell, 2015; Johnson, 2021).

These findings also echo the perspective that translators' attitudes influence their narrative strategies and stylistic choices, affecting reader perceptions (Campbell, 2015). The differences in students' consistency performance between E-C and C-E translation directions may be attributed to the asymmetry in their bilingual proficiency. Students exhibited higher consistency in E-C translation, which may be related to their greater familiarity with the vocabulary and grammar of their native language (Chinese). In contrast, in C-E translation, the consistency performance was slightly weaker due to insufficient familiarity with the cultural context and vocabulary of the target language (English). This conforms to Katan and Taibi (2021), who highlighted that cultural familiarity enhances translation accuracy and stylistic consistency and further support that cross-cultural translation poses many challenges, such as the need to understand the target culture (Deng, 2016; Olohan, 2017).

Moreover, a lack of translation practice experience may also contribute to inconsistencies in students' performance across different translation directions. In the dimension of rhetoric and language style (D2), the lower consistency in C-E translation may reflect a pedagogical emphasis on literal translation and textual fidelity at the expense of fluency and cultural adaptation in the target language. This is consistent with previous research in translation quality assessment, which suggests that translation training often prioritises fidelity to the source text over stylistic flexibility (Salamah, 2024; Lesznyák, 2024), highlighting the need for translation curricula to balance training in both translation directions, particularly by strengthening instruction in target language culture and expressive conventions.

Previous research has mainly focused on historical translation styles or professional translators (Pisanski Peterlin, 2018; Munday et al., 2022). However, this study provides empirical evidence, filling the gap in research on translation styles related to student groups. By systematically analysing the relationship between translation style attitudes and practices, this study contributes to the limited literature on translation style, attitudes and practices among student translators, offering empirical support for the role of attitudes in shaping translation behaviours. It extends previous research that primarily examined translation styles in professional contexts (Flanagan, 2016; Ivaska & Paloposki, 2018) by demonstrating that style preferences are already observable at the student level.

4.0 CONCLUSION

This study focuses on the consistency between translation style attitudes and practices, marking the first attempt to explore the impact of students' translation style attitudes on their actual translation performance. The findings show that students' translation style attitudes and practices have a high degree of consistency overall. Despite the overall high consistency across translation directions, the deviation is more pronounced for C-E translations than for E-C translations, reflecting the influence of translation direction on stylistic stability. Although the study shows that most students' translation style attitudes could be better reflected in practice, some individuals still show slight deviations, which might be related to individual translation strategies, competence development, or language shift challenges. This study not only verifies the close connection between translation style attitudes and practice but also provides a new perspective on translation teaching, emphasising that while cultivating translation skills, attention should be paid to the personalised development of translation styles and the adaptability of different translation directions.

Despite its contributions, this study has certain limitations. One of the limitations is that the sample is drawn from a single context, which may restrict the generalisability of the findings to other student populations. Thus, future research could explore cross-cultural differences in translation style preferences by comparing Chinese English majors with students from different linguistic backgrounds.

Another consideration is that as student translators are still learning, their translation styles may be influenced by instructional guidance rather than their independent professional judgment. Future studies could explore whether these findings apply to professional translators or other learner groups. Third, the study relies solely on questionnaires and translated texts for data collection. Future research could employ additional methods like interviews and observations to enrich the data and provide deeper insights. Finally, this study does not address the effects of variables such as students' gender and grade level on the consistency between translation style attitudes and practices. Future research could investigate these factors or explore other variables influencing the alignment between attitudes and practices.

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CONFLICT OF INTEREST

The authors declare no conflicts of interest.

AUTHOR CONTRIBUTIONS

Yang Jingjing (Writing - original draft, Resources, Methodology, Investigation, Formal Analysis)

Norhazlina Husin (Writing – review & editing, Supervision)

Ahmad Muhyiddin Yusof (Writing – review & editing, Supervision)

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