Common Themes and Trends in Four Models of Translation Education: A Qualitative Meta-Analysis[1]

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Abstract

Within the field of translation education implementation of effective approaches plays a paramount role to foster the students' growth and development. Although different studies have been done on the application of modern pedagogical principles to translation education, the insights gained from those contextualized and typically non-generalizable single studies would not resolve this major issue. Yet, the cumulation of knowledge from the results of many studies can provide comprehensive understanding of the topic, making the foundation of science solid. Meta – analysis is a central method for knowledge accumulation in many scientific fields, through which those single studies are aggregated to a larger, more generalizable picture. The present paper aimed to analyze the findings of the inclusive and meaningfully pooled studies on translation education. The 4 selected studies for this qualitative meta-analysis have undergone a thorough and line –by-line thematic analysis and coding; and the result revealed that though the studies stood in epistemologically diverse positions, there were still consistency and a relationship between the common themes, and categories that emerged from the relevant qualitative studies. The insights gained from this research will contribute to discussions on translation education and inform the development of effective pedagogical strategies.

Keywords: Codes, Meta-analysis, Thematic analysis, Themes, Translation education

1. Introduction

Translation education plays a crucial role in preparing future translators and equipping them with the necessary skills and knowledge to navigate the complex world of translation (Malmkjaer, 2020). Within this field, the selection and implementation of effective educational approaches are paramount to foster students' growth and development. The early approaches of self-teaching and apprentice belonging to the "1950s and 1960s tradition" were the collaboration of professional translators and linguists on the premise that the only way to learn translation is through translating. Although Pym (2000) believes that these approaches associated with Toledo School still survive today, new approaches were developed as the translation scholars felt that they needed to combine and ground their translation theories in teaching and learning theories at the tertiary level. This led to the proposals by different scholars of the application of modern pedagogical principles to translation education (see, for example, Delisle 2003; Nord 1991/2005; Kussmaul 1995; Pochhacker 1995; Gouadec 2007; Gonzalez Davis 2004; Kelly 2005; Göpferich 2008; Hönig 1998; Baumgarten et al. 2010; Kiraly 1995,2000;Johnson and Johnson 1991;Schön 1987 ; Pym 1991). However, the insights gained from these contextualized and typically non-generalizable single extant studies alone would not resolve this major issue. As Hunter et al. (2011) put it, "indeed, a small sample study will not even resolve a minor issue; thus the foundation of science is the cumulation of knowledge from the results of many studies" (p.10).

Meta-analysis is a central method for knowledge accumulation in many scientific fields (Aguinis et al. 2011; Kepes et al. 2013).Rooted in the synthesis of the effectiveness of medical and psychological interventions in the 1970s (Glass 2015; Gurevitch et al. 2018), meta-analysis is nowadays an established method in learning and teaching research and scholarship (Divan, Ludwig, Matthews, Motley & Tomilienovic-Berube, 2017). There is wide appreciation of the value of meta-analysis through which the single studies are aggregated to a larger, more generalizable picture (e.g. Rosenthal, 2016). A further advantage from the perspective of learning and teaching is that a method rather than a methodology (Braun& Clarke 2006; Clarke and Braun.2013). This makes the met-analysis a very flexible method given the diversity of work in learning and teaching. It can then be used to test competing theoretical assumptions against each other or to identify common themes and moderators where the results of different studies differ (Aguinis et al. 2011).

That being said, the present paper aims to analyze the findings of the inclusive and meaningfully pooled studies on translation education. The original research question was a realist one – we were interested in identifying the common themes, patterns, and categories that emerge from relevant qualitative studies on translation education. However, our analysis is a 'bottom-up' or an inductive one, which is more driven by the data itself rather than the specific research questions (see Braun& Clarke, 2006). The study intends also to synthesize the findings of multiple studies to provide a comprehensive overview of the key themes and trends in the field. This can in turn leads into gaining a deeper understanding of the experiences, perspectives and challenges the participants encounter in the process of learning.

The selected studies for this qualitative meta-analysis have undergone a thorough thematic analysis. To fulfill this, Braun and Clarke's (2006) six-phase framework for doing a thematic analysis has been used.

The insights gained from this research will contribute to ongoing discussions on translation education and inform the development of effective pedagogical strategies. Identification of common themes and patterns across the literature will provide valuable guidance for educators, curriculum designers, and policymakers in enhancing the quality and effectiveness of translation education programs.

1.1. Codes and themes

The concept of theme is defined by Braun and Clarke (2016) as a pattern that captures something significant or interesting about the data and /or research question. For them, there are no hard and fast rules about what makes a theme. A theme is characterized by its significance. In case of small data set there may be considerable overlap between the coding stage and stage of identifying preliminary themes. In fact, themes are overarching ideas and subjects areas within the corpus of research data. Themes can be identified by collating together the result of coding process. Themes tend to be more abstract higher level concepts Codes tend to be very simple tags of basic categories.

2. Review of the Literature

The literature review section serves a double duty in a meta-analysis:

- Establishing the research context, as it is the case with all research types.
- And enabling literature search and informing inclusion and exclusion criteria – two steps in conducting the meta-analysis respectively.

The process of literature search, the first step, is done in Anvarhaghighi (2021) literature review chapter (pp.36 -200) that summarized 41 relevant studies on both translation education and learning models in general. The corpus of this study, yet, includes only 4 reviewed studies whose full texts went under manual thematic coding process. The summary of those studies are given below.

2.1. Gouadec's Critical Path Approach to Translator Training

Gouadec (2007), having carried out a survey of job advertisements in 2005 to reveal the skills a professional translator must have acquired, has specified "job description" as the skills, knowledge and strategies required for translators. The ten-category skills deduced from the survey were in fact the expectation on the parts of employers ranging from the perfect mastery of ST and TT pair, perfect ability in documentation and information retrieval, familiarity with best professional practice and ethics, to a knowledge of commercial, financial and project management to an ability "to communicate and interact efficiently and amiably with a variety of people" (Gouadec, 2007, p.328).

However, Gouadec (2007) in his Critical Path Approach to translator training claimed that the aim of translator training courses in universities is not to train students for the narrowly defined market by reinforcing those job profiles provided, "but to empower them to apply for a wide range of position in the translation industry, or alternatively, to open up their market potentials as freelancers" (p.332).

Gouadec (2007) concluded that students "entering the translator – training courses must be prepared to go freelance right away or become project manager /translation quality assurance managers and, in any case, 'to give priority to anything that goes by the name of localization' (p. 334).

2.2. Nord's Profession-Based Learner-Centered Approach

Nord (1997) suggested a profession-based learner-centered approach which simulates professional practice in the classroom setting by getting the students involved in translating with a meaningful realistic purpose. She added that in training of professional translators an adequate level of linguistic and cultural proficiency before embarking on translation practice is necessary. Nord's approach is centered on the translation – oriented and functionalist model for text analysis;

and emphasizes the gradual nature of development of the translational competence which requires adequate proficiency in language pairs involved.

Nord (1997) has proposed an inventory of five basic principles that are deemed essential to translator training. Compliance with these principles requires having considerable amount of teachers' intervention—as a resource person—in early stages. In order to facilitate realistic translation tasks designed to develop translator competence, and also to do a functional text analysis, students need to ask some questions on the purpose, function, audience, medium, subject matter of the source and target text.

2.3. Transgressionist Approach to Translator Education

Baumgarten, et al (2010) challenge the notion of pedagogical 'transformation' and develop it into the notion of intellectual and professional transgression. They expand Kiraly's (2000) theory of empowerment-oriented translation pedagogy to include the notion of "transgressionism".

Baumgarten, et.al (2010) claimed that "their transgressionist approach moves the learning process out of traditional classroom and further away from the teacher figure. This is because in transgressionist philosophy the students motivate his or her learning process" (p. 5). They added that the teacher in this situation is far from being a facilitator as repository of knowledge and motivator of learning, but a collaborator with "critical – reflexive abilities", which undergo change. Baumgarten, et al (2010) made a shift from hierarchical pedagogy to a systemic one in order remove the notion of "transformationist" pedagogy from its position as the main objective of translator education; a shift which is also signaled by a terminological adjustment concerning the role of participants in the process.

2.4. Reflective –Cooperative Model of Translator Education

Anvarhaghighi (2021) proposed a reflective–cooperative model for developing translator competence, which conducted a Grounded Theory method on the inductive qualitative data collected from her students practicing translation in academic classroom settings. This was achieved through the application of analytical processes, tools and selective coding suggested by constructivist grounded theory methodology. The result was the emergence of the core category of 'becoming competent translator' which was at the heart of the emergent eight other

categories and concepts.These categories were related to each other through Glaser's (1992) 4Cs family codes of Circumstance, Cause, Covariance, and Consequence to denote the actual type of relationships among categories and to integrate the emergent model.The data elicited from the students' opinions, views, meaning and experience on their learning process. This was done by conducting several unstructured interviews and distributing three open-ended questionnaires among 77 individuals in two groups of translator trainees/students, the 1393, and 1394, academic-year admissions in B.A. program and twelve other students from the department's master degree program in University College of Nabi Akram in Tabriz – Iran. The questionnaires were distributed when students were in their sixth and seventh semesters, and had been observed and interviewed in intervals over a period of three years. The students had already acquired some capacities, skills, and knowledge about translation in the courses run by the researcher /teacher of the study. The emergent model holds promise for reconstructing the concept of transition from novice to competent translator via going through reflective, cooperative practicesand translational dialogues among students themselves. The study addressed the attributes, attitudes, actions and interactions that students need to develop and conduct in order to be competent enough to 'generate viable' and 'quality translations' to meet the clients needs and satisfaction.

3. Methods

This study employs an inductive qualitative meta-analysis. Qualitative meta-analysis aims to synthesize qualitative findings from selected case studies (Hoon 2013; Rauch 2020). The distinctive features of qualitative meta-analysis is their potential to provide in-depth information about specific contextual factors or reasons for certain phenomena that cannot be investigated by quantitative studies (Rauch 2020).The included studies are then systematically coded in a meta-analysis protocol to identify the themes and codes. Thematic analysis is chosen as the coding process of the data in this study. Braun and Clarke's (2016) six-phase framework for doing thematic analysis is employed to extract and analyze the data from/in the 4 included studies on translation pedagogy reviewed in the doctoral dissertation of the researcher, including the dissertation itself (Anvarhaghighi, 2021). The goal is to identify the themes and use them to address the research in order to provide in-depth information about specific factors and concepts emerged in the studies in a span of 30 years.

3.1. The literature inclusion criteria

The selection of the studies to include in this meta-analysis is based on the following criteria including the factors of:

- Study design: only studies employing qualitative research methods are included
- Sample characteristics: studies with a focus on participants' roles, experiences, actions and social processes are selected
- The approach studies with learner-based approaches were included
- A span of 30 years since the first and last one has been the published

3.2. Corpus of the Study

Leigh (2017) has emphasized that it is reasonable to do a qualitative meta-analysis with two studies as long as the studies are of similar design and meet certain requirement: homogeneous, and not at risk of bias.

Sample studies selected for thematic analysis are presented in the following table:

Table 3.1. Studies included /Selected for Thematic analysis

Study	Didactic Approach	Objectives	research Design	Source of Data
Nord (1997) Study 1	Profession-Based Learner-Centered	To develop translation competence To do a functional text analysis	Qualitative Observational	by getting the students involved in translating with a meaningful realistic purpose
Gouadec (2007) Study 2	Critical Path	To empower the translator to apply to wide range of position in translation industry	Qualitative	A Survey of job advertisement in 2005
Baumgarten, et al (2010) Study 3	Transgressionist Dialogic Operational framework	To empower the students	Observational/ Qualitative	3 real-life translation projects in 3 different cultural settings

Anvarhaghighi (2021) Study 3	Reflective - Cooperative	To construct a model of developing Translator competence	Inductive qualitative / Grounded Theory Method	Students' meanings and experiences through open-end Questionnaires

3.3. Coding process

The next step after the literature selection was, according to Clarke and Braun (2013), to set about coding each study separately and to generate the initial codes. An inductive thematic coding was conducted using line-by-line coding of the texts separately. This was done manually with every single line working through hardcopies of the text. We did not use pre-set codes driven from a research question, but developed and modified the codes as we worked through the coding process. The general rule is not to have more than 6–10 broader themes (Clarke and Braun, 2013).

The third step accordingly is to compare and collate the codes into initial themes in the process. At the end of this step the codes had been organized into broader themes that seemed to have something in common. Though all of the codes could be fit into one or more themes, but we had some miscellaneous theme with some texts.

'Themes' in thematic analysis of studies are features of authors /participants accounts characterizing particular perceptions/experiences and issue that the researcher sees within the text as relevant to her/his research questions. 'Coding' is the process of identifying themes in the accounts and attaching labels (codes) to index them. Coding reduces lots of data into small chunks of meaning. Once the codes are generated in the research, they will be collated into initial themes in the research.

The number of the codes and themes extracted from each study are given in following table:

Table 3.2. Results of the Thematic Coding of the Included Studies

Study	Initial codes	preliminary Themes	Emergent/Collated Themes &sub-theme
Nord (1997)	52	17	9

Gouadec (2007)	64	19	10
Baumgarten et al,(2010)	53	22	12
Anvarhaghighi(2021)	82	24	15
Total no.	251	84	46

The space limit did not allow the researcher to provide all the 251 codes here, however the initial codes were examined and some of them clearly fitted together into a theme. In order to make the themes meaningful and modify them, examples of the relevant data are gathered together in the following section.

4. Results

Given the general research interest in identifying the common themes and trends in the studies on translation education, the thematic coding of each study resulted in the given number of codes for each one. Though each code was different in terms of the way reflecting the authors' epistemology, and views of the nature of translation and the way it can be learnt, the emergent themes captured the common and broader features in the data. The themes were predominantly descriptive, i.e. they described the patterns in the data. Only 4 emergent themes along with their preliminary themes and some samples of relevant codes are presented in tables below. The tables are the result of a qualitative meta-analysis of the included studies.

The line–by–line thematic coding of the included studies yielded 251 initial codes which were later integrated into 84 preliminary themes. Preliminary themes were further collated into 46 themes and sub-themes in total, with an average of 11 for each study. There emerged 4 overarching themes namely, 'the expected outcome of the learning process, 'the role of teachers', 'the students' involvement' and 'classroom dynamics' with a certain number of sub-themes in each study. The patterns and themes are discussed in the narratives in the next section.

Table 4.1. Theme 1 and its preliminary themes emerged out of thematic coding

Theme 1: "Expected outcomes of learning process"			
Study 1: Nord (1997)	Study 2: Gouadec (2007)	Study 3: Baumgarten, et.al (2007)	Study 4: Anvarhaghighi (2021)

Preliminary Themes:	Preliminary Themes:	*Preliminary Themes:*	*Preliminary Themes:*
• To develop Translation Competence • To develop text-processing skill • To develop text production skills • To raise Consciousness	• To empower learners to apply for a position in industry • To prepare learners to go freelance • The generic and specific skills and competence expected on the parts of employers	• To combine empowerment Translation Theory with Transgressionism • To have more dynamic scaffolding • To offer a systemic pedagogy in place of a hierarchical one • To place the intellectual empowerment onto the center of educational 'arena' • To develop critical –reflexive skills	• To develop 'translator competence' • To develop certain 'Attributes' • To develop certain 'Attitude' • To develop problem-identification ability • To develop problem-solving ability • To develop abilities to use /choose translation tools • To foster cooperative and reflective practice on /in translation activities
Code1: To do a functional text analysis of both ST /TT	**Code1**:To master their working languages perfectly	**Code1**: "Out of traditional classroom"	**Code1**: To Generate viable translation
Code2: Rewriting text for different audiences and purposes	**Code 3**: To master terminology and phraseology mining and management	**Code 3**: System as a mode of classroom organization	**Code2**: To identify macro–textual problems in both ST/TT
Code3: Doing intralingual translation practice	**Code 4**: To master all the translation localization (and revision) techniques	**Code 4**: No grading	**Code3**: To solve macro-textual problems in ST/TT
Code4: To produce a functionally adequate Translation	**Code5**: To have at least a layman's knowledge of a wide range of subjects	**Code5**: Real world skill acquisition	**Code4**: To select right translation strategy
Code5: Replacing intuitive behavior with conscious pragmatic /cultural aspects	**Code6**: To be familiar with best professional practice and professional ethics,	**Code6**: Turning classroom into "field" and "arena"	**Code5**: To identify the available sources and tools
	Code7: To be familiar with every kind of documentation, information retrieval	**Code7**: Considering teachers not a central figure	**Code6**: To identify the available sources and tools
	Code8: To have	**Code8**: To move into more practical	**Code7**: To have creativity

| | some knowledge of commercial and financial management

Code9: To communicate and interact efficiently and amiably with a variety of people | task application
Code9: To consider participants as Subjects | **Code8:** To learn to handle text types

Code9: To learn the differences between the system of language pairs

Code10: Learning to be up-to-date

Code11: to learn to cooperate |

Table 4.2. Theme 2 and its preliminary themes emerged out of thematic coding

Theme 2: "teachers' role"			
Study 1: Nord (1997)	Study 2: Gouadec (2007)	Study 3: Baumgarten, et al. (2007)	Study 4: Anvarhaghighi (2021)
Preliminary Themes: • Teachers' attribute • Teachers' actions **Code1:** Intervening in considerable amount **Code2:** Resource person **Code3:** Moderator **Code4:** Resolver of conflict **Code5:** Provider of theoretical /methodological knowledge **Code 6:** A guide	*Preliminary Themes:* • Trainers' responsibilities and tasks • Trainers' attributes **Code1:** To be primarily academics **Code2:** To be a professional translator from the industry **Code3:** Conductor of operation, tasks, and tools **Code4:** A closely coordinated team **Code5:** To work for a carefully thought schedule **Code6:** To define the	*Preliminary Themes:* • Educators' actions • Educators' attributes **Code1:** To undergo conscious change in relation to task **Code2:** To be not a central figure **Code3:** Observer to allow the realization of the task **Code4:** To make arrangement **Code5:** To boost acquisition **Code6:** To set up exchanges **Code7:** The fellow -	*Preliminary Themes:* • Teacher' actions • Teachers' attributes **Code1:** A critical friend **Code2:** A mentor **Code3:** Organizer of activities **Code4:** To orient the students' activities **Code5:** To promote the cooperation **Code6:** To eliminate the errors **Code7:** To be respectful to the students **Code8:** To have

for discussion	learning content and outcomes	collaborator	rapport
	Code7: To check the consistency of the curriculum	**Code8**: Intentional and conscious	**Code9**: To be an academic
	Code8: To become proficient in a new rang if skills	**Code9**: Influencer and fearless to transgress	**Code10**: To be responsive
	Code 9: To have perfect knowledge of conditions processes and constraints	**Code10**: To make the critical –reflexive aptitude prevail	**Code 11**: To be sympathetic
	Code 10: To be able to reflect on their subject /professional competence	**Code11**: Trust and faith in learning ability	**Code12**: To be concerned
		Code12: To empower	**Code13**: To be reflective
			Code14: To encourage reflective practice
			Code15: To run a student-centered class

Table 4.3: Theme 3 and its preliminary themes emerged out of thematic coding

Theme 3: "students' involvement" in the process			
Study 1: Nord (1997)	**Study 2: Gouadec (2007)**	**Study 3: Baumgarten, et al. (2010)**	**Study 4: Anvarhaghighi (2021)**
Preliminary Themes: • Students' actions **Code1**: To have prior linguistic cultural proficiency in Language pairs **Code2**: To have a meaningful, realistic and purposeful involvement **Code3**: To be an inquirer on purpose, function, and audience of	*Preliminary Themes:* • Trainees' actions • Trainees' attributes **Code1**: Operative **Code2**: To have critical appraisal skill **Code3**: To be creative thinking/ Subject of educational process **Code4**: Prospective Professionals	*Preliminary Themes:* • Students' actions • Students' attributes **Code1**: Collaborator **Code2**: Motivators of their own learning process **Code3**: Subject of educational process	*Preliminary Themes:* • Students' actions • Students' attributes • Students' attitude **Code1**: Pre-translation activities **Code2**: To cooperate, reflect, in space **Code3**: To cooperate with teacher **Code4**: To have gratification **Code5**: To reflect on

translation task	**Code5**: A student intern	**Code4**: Agents in construction of knowledge	handling Macro/micro textual features
Code4: to have the relevant knowledge to do text-analysis	**Code6**: To observe work organizations	**Code5**: To sensitize the peers to develop intellectual powers &conscious knowledge	**Code6**: To eliminate the fear of making changes
Code5: To replace intuitive behavior with conscious knowledge	**Code 7**: Translation quality manager		**Code7**: To develop certainty &confidence
Code6: To produce a functionally adequate translation		**Code6**: Facilitators of the learning process	**Code8**: To have communicative skills in TL
Code7: to solve pragmatic/cultural problems		**Code7**: Collaborators	**Code 9**: To consult with resources, aids
		Code8: To have critical-reflexive abilities	**Code10**: To cooperate with peers
			Code11: To reflect on ST-linguistic problems
			Code12: To perform pre-translation activities
			Code13: To select resources & aids, tools
			Code14: To Reflect on translation strategies
			Code15: To have gratification

Table 4.4: Theme 4 and its preliminary themes emerged out of thematic coding

Theme 4: "Classroom Dynamics"			
Study 1: Nord (1997)	Study 2: Gouadec (2007)	Study 3: Baumgarten, et.al (2007)	Study 4: Anvarhaghighi (2021)

Preliminary Themes:	Preliminary Themes:	Preliminary Themes:	Preliminary Themes:
• Classroom setting • Task performed **Code1:** In classroom/ formal setting **Code2:** Local **Code3:** Simulation of professional practice **Code4:** Provision of a brief **Code5:** Provision of theoretical/methodological knowledge **Code6:** Provision of realistic tasks **Code7:** Sufficient amount of teachers' intervention	• Classroom setting • Task performed • The place for learning **Code1:** university context **Code2:** Academic Training institutions **Code3:** Simulation of different type of **Code4:** Emulation of professional practice **Code5:** Immersion in real-life working environment **Code6:** Gradual development of skills **Code7:** A short time placement in the industry **Code8:** Local and international **Code9:** Observation of work organization and practices	• Classroom setting • Task performed • The mode of classroom organizatio n for learning **Code1:** Translation classroom as a system **Code2:** Not hierarchical **Code3:** As an 'arena' **Code4:** As a 'Field' **Code5:** Real – world skill acquisition **Code6:** Out–of-traditional classroom **Code7:** No grading procedure **Code8:** Multicultural **Code9:** Dynamic **Code10:** Explaining **Code11:** Debating	• Classroom setting • Task performed • The mode of classroom organization for learning **Code1:** Flexible **Code2:** Not hierarchical **Code3:** Based on Team work **Code4:** A student-centered classroom **Code5:** Academic setting **Code6:** Reduced stress **Code7:** Dialogic **Code8:** promotion of good partnership **Code9:** Multiple voices **Code10:** Cooperative and reflective context **Code11:** Real life tasks

5. Discussion and conclusion

The qualitative meta-analysis of four included studies was done for the consistent patterns and discrepancies among the studies. The thematic coding of the texts yielded four broad themes:

- Expected Outcomes of the Learning Process
- The Classroom Dynamics
- The Role of Teachers
- The Students' Involvement

In this analysis, *The Expected Outcomes* is an overarching theme with 46 sub-themes presented in Tables 4.1, 4.2, 4.3 and 4.4. The comparisons of the themes along with the corresponding initial codes for each study revealed several common patterns which emerged consistently across the included studies. Understanding the patterns are essential for advancing our understanding of topic and guiding future research in the field.

Regarding theme 1, *Expected Outcomes of Learning*, the prominent pattern that emerged is the emphasis on the ways to empower and tool the learners who are expected to be adequately skillful and competent in the field. The authors are clear and consistent about what they expect from the learning process. They made concrete suggestion about how the practice can be improved. What they want from the learning process is rooted in the challenges, nature of the required skills and understanding of the position the learners as prospective professionals should have in the translation industry and market. The skills they expect to be developed range from text-processing to text production (Nord,1997) from generic to specific from personal and communicative-pragmatic skills to technological and management skills (Gouadec,2007, Baumgarten et al., 2010).The list entails also cooperative–reflective, problem-identification and problem-solving abilities (Anvarhaghighi, 2020). To us, the theme seemed to better capture what the models were expecting and saying: to develop translator competence through scaffolding, empowering and tooling the translator trainees as well as fostering some attributes and attitudes in those prospective professionals.

As to *Teachers' Role* the recurrent pattern is the move and changes the teachers are assigned in translation education. Many of the codes related to perceptions of teachers as educators especially the academic ones who do make a move from the center to an 'arena' outside the boundaries of traditional classroom. There they undergo intentional and purposeful changes in relation to the given tasks

and the position they take in the setting. We felt that this did capture something important about the *data*. Teachers as collaborators are modeled as the boosters of the acquisition of the skills and make the necessary arrangement as to allow the learners to put great trust and strong faith in their ability to learn (Baumgarten, 2010, p. 28).In Anvarhaghighi (2021) the teachers are academic critical friends, and mentors who promote the cooperation and reflections on/in the practice. They are respectful and have rapport in a student-centered classroom.

Regarding the theme *Students' Involvement,* models are consistent about certain actions, attributes, and attitudes students come to develop. Significantly, it emerged that students are given more agency and voice in construction of knowledge than they used to. Meanwhile, they were acknowledged as operative subject of the learning process where they are facilitators, collaborators, and motivators of their own learning. Critical-reflexive abilities were seemed as important as handling macro/micro textual features.

Regarding the theme 4, *Classroom Dynamics*, the pattern is a shift from a formal classroom setting where theoretical knowledge is provided by central figures—the teachers—to a non-hierarchical dynamic 'arena' where debating and explaining occurs. This is a new mode of classroom organization where learning crosses the borders of the traditional classroom setting and turns into a very amicable and flexible academic setting where simulation of professional practice is advocated. University is the only place for educating the prospective translators; however, the immersion of trainees in real-life working environment is promoted. This can be achieved by placing the learners regularly in various work organization.

A moderate setting is a student-centered, stress-free academic setting where multiple voices team up to make dialogue on real life-tasks (Anvarhaghighi, 2021).

It is essential to acknowledge the limitation of the present study. First, the sample size seems to be relatively small and limited to certain model, though selection of two studies for meta-analysis is reasonable (Leigh, 2017, Kitenge, 2017). Future research should aim to replicate this study with larger and more diverse samples to strengthen the external validity of the result. Furthermore, incorporating additional measures, such as standardized assessments, can provide robust evidence of the impact of the translator–training models.

The implications of the findings are multifaceted. The outcomes can inform professional development program for educators and can enhance the instructional

effectiveness, having an impact on students' learning outcomes. In addition, policymakers and educational institutions should consider the importance of creating a supportive classroom environment that fosters collaboration, cooperation, and student agency and empowerment.

In conclusion, this qualitative meta-analysis synthesized the common themes in 4 included studies. It revealed the common patterns existing among the emergent themes, i.e. *Expected Outcomes of the Learning Process, the Classroom Dynamics* as well as *the Role Assigned to the Teachers/Educators* and the *Students/Prospective Professionals.* In this analysis, '*Expected Outcomes*' is an overarching theme that is rooted in the 3 other themes in the sense that the realization of the objectives and expected outcomes of the training model depends not only on the role of the participants in the process but on the dynamics implemented in the learning environment as well. Figure 1 is a final thematic map that illustrates the relationships among the themes.
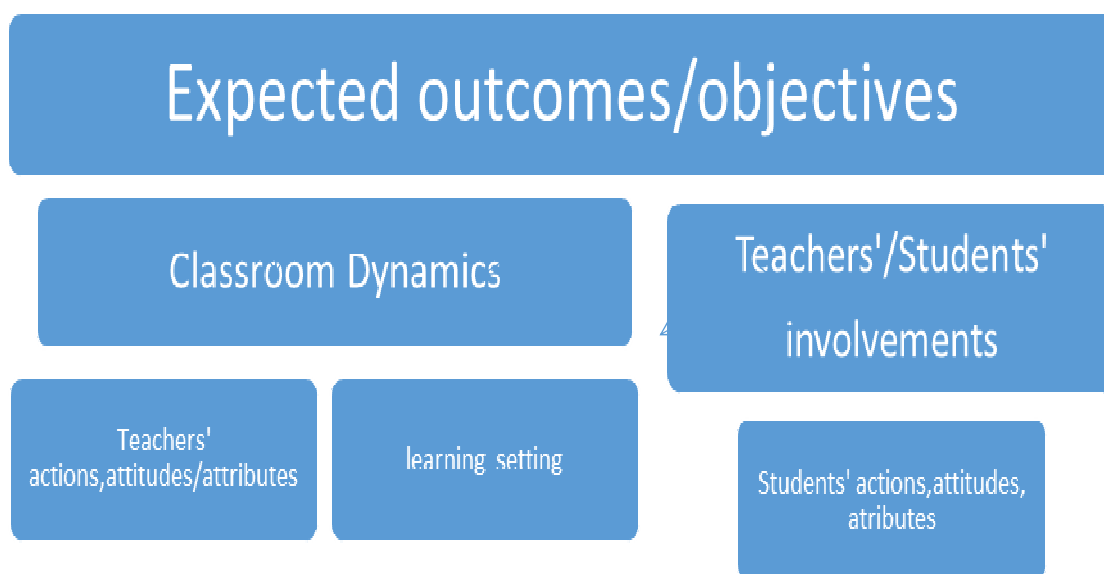

Fig.1: Thematic map of relationship among themes

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