Translation Studies, Summer 2026, Vol. 24, No. 94, pp. 7–20 Scientific Research Paper
DOR: https://dor.isc.ac/dor/20.1001.1.17350212.1405.24.2.2.1

Educational Terminology as a Translation-Oriented Communication Challenge: A Qualitative Needs Analysis[1]

Hanieh Halimi Sarbalaei[2], Mohammad Yazdani[3] & Aida Firooziyan Pour-Esfahani[4]

Abstract

The internationalization of higher education has fostered multilingual academic environments where international students face unfamiliar educational systems and institutional practices. While earlier research addressed academic language needs, educational terminology has received less attention. This study investigates educational terminology challenges from a translation-oriented perspective, identifying communication needs and conceptual barriers to institutional meanings in a multilingual setting. Employing a descriptive qualitative design informed by needs analysis, data were collected via semi-structured interviews with 50 Iraqi international students across TEFL, Business Management, and Computer Engineering (B.A. and M.A. levels) and nine staff members at Imam Reza International University in Mashhad, Iran. The findings indicate that terminology difficulties transcend lexical unfamiliarity; educational terms encapsulate institutional procedures, practices, and concepts. Consequently, effective meaning transfer demands simultaneous attention to linguistic form, conceptual content, and institutional context rather than mere lexical substitution. This study contributes to translation and higher education research by demonstrating the utility of needs analysis in identifying institution-specific terminology issues faced by international students.

Keywords: Educational terminology, Higher education, Institutional meaning, International students, Needs analysis, Specialized communication, Translation challenge

1. This paper was received on 15.05.2026 and approved on 20.07.2026.

2. M.A. Graduate in English Translation from, and Visiting Professor at Department of English Language, Faculty of Humanities, Imam Reza International University, Mashhad, Iran; email: hanieh_halimi_sarbalaei@imamreza.ac.ir

3. Corresponding author: Assistant Professor, Department of English Language, Faculty of Humanities, Imam Reza International University, Mashhad, Iran; email: mohammadyazdani@imamreza.ac.ir

4. Assistant Professor, Department of English Language, Faculty of Humanities, Imam Reza University, Mashhad, Iran; email: aida_firooziyan_poor_esfahani@imamreza.ac.ir

1. Introduction

The internationalization of higher education has made universities increasingly multilingual and intensified cross-border student mobility, requiring institutions to reconsider both their rationales and communication practices (Altbach & Knight, 2007; de Wit & Altbach, 2021; Knight, 2015; Rumbley & Altbach, 2016). International students must adapt to a new language, and equally to unfamiliar educational structures, expectations, and institutional procedures; participation therefore depends on understanding the conventions through which academic and institutional activity is organized (Hyland, 2006; Wingate, 2015).

Academic participation cannot be reduced to general language proficiency. Students must learn how knowledge and institutional expectations are communicated within academic communities; Hyland (2006) frames this as socially established discourse, while Wingate (2015) treats academic literacy as participation in practice. Communication difficulties may therefore persist even when general language ability is adequate.

One important but relatively underexplored dimension of academic communication is educational terminology. Universities rely on specialized expressions related to academic procedures, student status, assessment systems, registration processes, and institutional requirements. These expressions should not be understood as ordinary words because they represent concepts and practices within particular educational systems. Terminology scholars have emphasized that specialized terms function as representations of concepts instead of isolated linguistic units (Cabré, 1999; Sager, 1990). For this reason, understanding educational terminology requires access to the conceptual and contextual knowledge associated with the terms.

Educational terminology difficulties involve more than vocabulary recognition. International students may understand the linguistic form of an expression but remain uncertain about the institutional meaning, procedure, or academic practice represented by that expression. This situation arises because educational terms are embedded within specific social and institutional contexts. Temmerman (2000) argues that specialized meanings develop through interaction among concepts, users, and contexts, indicating that terminology understanding depends on more than direct linguistic interpretation.

Seen through a translation-studies lens, this issue is particularly significant. Translation of specialized terminology is not limited to replacing one linguistic

expression with another. Meaning transfer calls for consideration of conceptual structures, communicative purposes, and contextual factors that shape interpretation (Baker, 2018; Munday, 2016). In educational contexts, a translated term may appear linguistically acceptable while still failing to communicate the institutional concept intended. Thus, educational terminology represents a specialized translation challenge involving the transfer of meanings across linguistic and educational systems.

Although international-student research has examined academic adjustment, language needs, and participation, educational terminology as a specific communication challenge remains underexplored. Academic-literacy studies address participation and adaptation (Hyland, 2006; Wingate, 2015), terminology research examines conceptual knowledge representation (Cabré, 1999; Sager, 1990), and translation studies foreground contextual meaning transfer (Baker, 2018; Munday, 2016). Their intersection in students' lived institutional experience therefore warrants focused investigation.

Needs analysis is appropriate because it identifies users' actual requirements within specific contexts. In ESP, it provides a systematic basis for diagnosing communicative requirements and difficulties rather than inferring them solely from linguistic comparison (Hutchinson & Waters, 1987; Long, 2005).

Building on these considerations, this research investigates educational terminology difficulties experienced by international students at Imam Reza (PBUH) International University in Mashhad, Iran. It examines educational terminology as a translation-related communication challenge and explores how such terms influence students' access to institutional meanings.

This article brings together three areas that have often developed separately: international students' academic communication needs, terminology as specialized knowledge representation, and translation as contextual meaning transfer. Using a needs analysis perspective, it highlights the importance of understanding users' terminology difficulties as a necessary step before considering future terminology support practices in multilingual higher education environments.

2.1. Academic Communication Needs of International Students

Academic participation requires more than language proficiency; it involves disciplinary conventions, institutional expectations, and access to academic practices (Benesch, 2001; Hyland, 2006; Wingate, 2015). Needs-analysis scholarship

likewise shows that communicative requirements vary with local tasks, learner groups, and institutional settings (Basturkmen, 2010; Brown, 2016; Long, 2005; Serafini et al., 2015). The localized terminology of admission, registration, assessment, and other institutional procedures nevertheless remains comparatively underexamined.

This limitation points to an important gap. Academic communication in higher education includes specialized expressions through which universities communicate procedures, requirements, academic standing, and other institutional practices. Such expressions may encode concepts and practices rather than simply lexical forms (Cabré, 1999; Sager, 1990). An international student may therefore recognize the words in an educational expression yet remain uncertain about the action, rule, or status that the expression denotes. Examining educational terminology can consequently provide a more focused account of communication needs in multilingual universities.

Terminology research strengthens this argument by locating specialized expressions within systems of knowledge. Sager (1990) explains that terms are connected with conceptual organization, and Cabré (1999) emphasizes the relationship among concepts, linguistic expressions, and communicative situations. These approaches show that understanding a specialized term requires more than identifying its surface linguistic form. In educational settings, terms related to student status, registration, assessment, and course requirements acquire meaning through the institutional systems in which they are used.

Temmerman (2000) and Faber (2012) emphasize the sociocognitive and cognitive dimensions of specialized meaning: concepts are interpreted through users, contexts, and knowledge structures. Educational expressions concerning status, enrollment, assessment, and regulations are therefore shaped by the educational systems in which they function.

In combination, academic-literacy research explains the broader communicative practices international students must learn, while terminology research clarifies how specialized expressions encode conceptual knowledge (Cabré, 1999; Hyland, 2006; Sager, 1990; Temmerman, 2000; Wingate, 2015). Yet educational terminology as a specific translation-related communication challenge remains insufficiently explored. The present research addresses this gap through needs analysis of international students' experiences with institution-specific educational terms in a multilingual university context.

2.2. Educational Terminology as Specialized Communication

Specialized terms represent concepts within knowledge domains rather than isolated lexical items (Bowker, 2015; Cabré, 1999; Sager, 1990). Kageura (2002) further shows that terminological formation and growth are concept-dependent and dynamic. Educational terms therefore derive meaning from conceptual organization and use within institutional contexts.

Temmerman (2000) extends this view by emphasizing the contextual and sociocognitive dimensions of specialized meaning. Concepts and terms develop through interactions among users, contexts, and knowledge structures, so interpretation cannot always be separated from the situation of use. Educational terminology fits this framework because expressions concerning academic status, enrollment, assessment, course requirements, and university regulations refer to institution-specific practices (Cabré, 1999; Sager, 1990). Their meanings are consequently shaped by the educational systems in which they function.

In multilingual higher education, apparently familiar expressions may still encode unfamiliar institutional concepts. Terminology difficulty can therefore arise from differences in educational systems and conceptual frameworks, not only from vocabulary limitations. Educational terminology is consequently a specialized communication problem in which linguistic form, institutional meaning, and user experience interact.

2.3. Translation and Meaning Transfer Challenges

Translation is contextual communication rather than lexical replacement: meanings are interpreted through linguistic, cultural, and situational factors (Baker, 2018; House, 2014; Munday, 2016). This is especially important when educational expressions carry institution-specific functions.

Because specialized terms encode concepts, their translation involves managing uncertainty and communicative risk across contexts rather than matching forms mechanically (Pym, 2014). A linguistically plausible equivalent may still fail if it does not provide access to the relevant institutional concept or function (Baker, 2018).

This issue becomes especially important in educational contexts, where terminology is closely connected with institutional practices and academic systems (Cabré, 1999; Sager, 1990). Educational terms often refer to procedures, regulations, roles, and expectations that are organized differently across educational

environments (Cabré, 1999; Temmerman, 2000). As a result, transferring such terms between languages may involve challenges that go beyond lexical equivalence because the underlying institutional meanings may not be identical across contexts (Baker, 2018; Munday, 2016).

Fluent target-language forms can also obscure culturally or institutionally specific distinctions. Venuti (2017) cautions against the cultural effects of domesticating fluency, while House (2014) emphasizes contextual and communicative adequacy in translation assessment.

For this inquiry, the central problem is not necessarily the absence of an equivalent but the possibility that a translated expression may not communicate the institutional concept, practice, or expectation it denotes (Baker, 2018; House, 2014; Pym, 2014).

Educational terminology can therefore be examined as a translation-oriented communication challenge in which meaning transfer must account for linguistic form, conceptual structure, institutional context, and the consequences of translation choices (House, 2014; Pym, 2014; Venuti, 2017).

2.4. Needs Analysis as Research Framework

Needs analysis systematically identifies users' requirements, tasks, and communicative difficulties in context and is foundational in ESP-oriented inquiry (Basturkmen, 2010; Brown, 2016; Hutchinson & Waters, 1987; Long, 2005; Serafini et al., 2015). It prioritizes empirical user evidence over assumptions based solely on linguistic structure.

Hutchinson and Waters (1987) distinguish target and learning needs, while Brown (2016), Basturkmen (2010), and Serafini et al. (2015) emphasize systematic, context-sensitive identification of specialized requirements. This supports a diagnostic focus on the educational terms that users actually encounter.

Applying needs analysis to educational terminology shifts attention from abstract equivalence alone to users' experienced communication problems (Baker, 2018; Brown, 2016; Cabré, 1999; Sager, 1990).

Educational terminology difficulties emerge through interactions among terms, users, and institutional contexts. International students encounter such expressions while completing university procedures, so their interpretation must be examined in the setting where the terms function.

Accordingly, the study examines terminology difficulties from the users' viewpoint and traces how educational expressions affect access to institutional meaning in multilingual academic interaction.

Needs analysis thus connects terminology, translation, and international-student communication by grounding the investigation in linguistic, conceptual, and institutional requirements (Basturkmen, 2010; Brown, 2016; Long, 2005; Serafini et al., 2015).

3. Methodology

3.1 Research Design

The research employed a descriptive qualitative case study design at Imam Reza (PBUH) International University in Mashhad, Iran. Needs analysis grounded data collection in context-specific learner and institutional requirements, consistent with ESP needs-analysis practice (Flowerdew, 2013). The study focused on identifying educational terminology that created difficulties for international students and on examining the institutional meanings associated with those terms.

3.2 Material

The materials consisted primarily of educational terms collected through semi-structured interviews with international students and university staff at Imam Reza (PBUH) International University, Mashhad. The terms concerned educational procedures, regulations, course processes, student status, and institutional communication. In the broader thesis, university websites, educational glossaries, and online dictionaries were also consulted to examine definitions and candidate English equivalents. Because the present article isolates the qualitative needs-analysis component, it uses those sources only for contextual clarification and does not report the equivalence-selection analysis.

3.3 Participants

Two participant cohorts were included in the study. The first comprised 50 Iraqi international students enrolled at the B.A. and M.A. levels in English Language Teaching (TEFL), Business Management, and Computer Engineering at Imam Reza (PBUH) International University in Mashhad, Iran. The clear majority of this cohort were M.A. students in TEFL. The second cohort consisted of nine university staff members representing educational and international-affairs functions. Their positions included the Head of the Persian Language and Literature Department, Junior

Manager for Postgraduate Studies, Junior Manager for Graduates, Head of the International Affairs Office, Educational Director of Rezwan Campus, Head of the Asrar Campus Department of Education, Junior Manager in Educational Services, Junior Manager in International Affairs, and Junior Manager in University Consular Affairs.

3.4 Data Collection Instruments

Interviews were the primary source of evidence for the present article. In the broader thesis, university websites, educational glossaries, and online dictionaries were additionally used in the terminology and equivalence work; in this article they serve only as contextual reference sources.

3.4.1 Interview

Semi-structured interviews were conducted to identify educational terms and explore the educational needs of international students. The interview questions included open-ended questions, allowing participants to provide further information about their experiences and terminology problems.

The interviews were administered asynchronously through WhatsApp and Telegram applications. The study used two structured interview protocols: the 6-question student instrument, reproduced in Appendix A from the parent thesis, and the parallel 11-question staff instrument, reproduced in Appendix B as supplied by the corresponding author from the original study records. Neither instrument has undergone a separate, independent validation procedure.

3.4.2 University Websites and Educational Glossaries

In the broader thesis, university websites, educational glossaries, and online dictionaries were consulted to examine definitions, contextual usage, and candidate English equivalents. The present article does not analyze or rank those equivalents; it draws on these materials only where they help clarify institutional meaning.

3.5 Procedure

Data collection proceeded in several stages. First, interviews were conducted with international students and staff members from the Department of Education and International Affairs Office. The interviews were collected as text and audio files and then transcribed. Data collection continued until data saturation was achieved and no

substantively new information relevant to the interview purpose emerged (Saunders et al., 2018).

Next, the collected educational terms were extracted and categorized. As part of the broader thesis procedure, supplementary reference sources were then used to investigate definitions and candidate English equivalents. The present article deliberately excludes that equivalence-comparison layer and analyzes only terminology-related communication difficulties and the institutional meanings associated with the interview-derived terms.

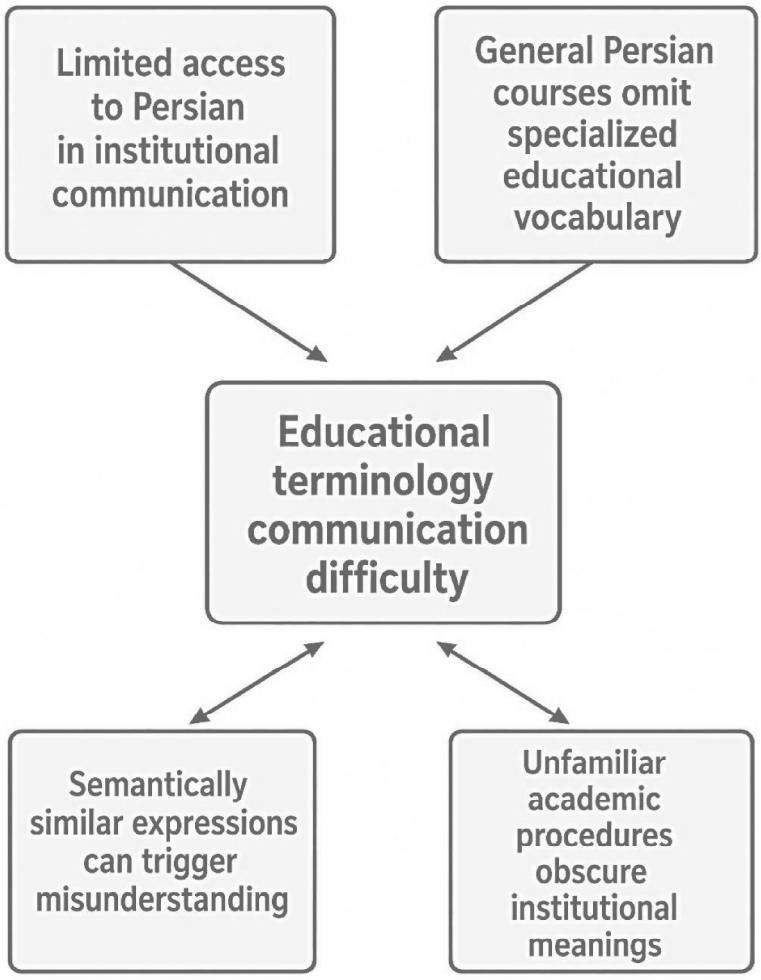
4. Findings

4.1. Terminology-Related Communication Difficulties

Interview data showed that educational terminology repeatedly complicated communication with the university. Staff reported that language differences affected some Iraqi students' understanding of educational matters even after prior or concurrent Persian study. General Persian instruction did not systematically cover specialized educational vocabulary used in registration, course procedures, academic status, and related institutional interactions.

A second pattern was semantic confusion between apparently familiar expressions that referred to different institutional meanings. Such cases show that surface familiarity did not necessarily provide access to the intended academic or procedural concept. Figure 4.1 summarizes these interacting sources of difficulty.

Figure 4.1. Qualitative map of terminology-related communication difficulties identified in the interviews



Note: Diagram reflects qualitative relationships and conceptual flow pathways rather than quantitative or statistical frequencies.

4.2. Educational Terms Identified Through Needs Analysis

The needs-analysis process yielded a substantial set of educational terms encountered by international students in university procedures. To remain within the scope of the present article, Table 4.1 reports a representative subset of the terms identified through the interviews rather than reproducing the detailed evaluation of candidate English equivalents. The selected items illustrate the kinds of educational expressions associated with students' terminology needs in the interview material.

Table 4.1. Representative educational terms identified through interviews

Persian Educational Term	ALA-LC Romanization	Core Institutional Meaning & Procedural Reference
انتخاب واحد	intikhāb-i vāḥid	The mandatory course registration window per academic semester.
حذف و اضافه	ḥaẕf va iẓāfah	The official drop-and-add period for registered modules.
حذف اضطراری دروس	ḥaẕf-i iẓṭirārī-i durūs	Emergency course withdrawal due to academic or medical risk.
مشروط شدن	mashrūṭ shudan	Academic probation status triggered when a student's GPA falls below the university's required minimum (exact threshold not verified in the source record).
سنوات تحصیلی	sanavāt-i taḥṣīlī	The maximum legally permitted duration of academic study.
انصراف از تحصیل	inṣirāf az taḥṣīl	Formal permanent withdrawal and discontinuation of university enrollment.

Note: The Persian terms and their romanizations are reproduced directly from the parent thesis (Halimi Sarbalaei, 2021). The institutional-meaning glosses in the third column are the present authors' own explanatory synthesis, provided for readers unfamiliar with the institutional context; they are not verbatim thesis text and have not been independently verified against university policy documents.

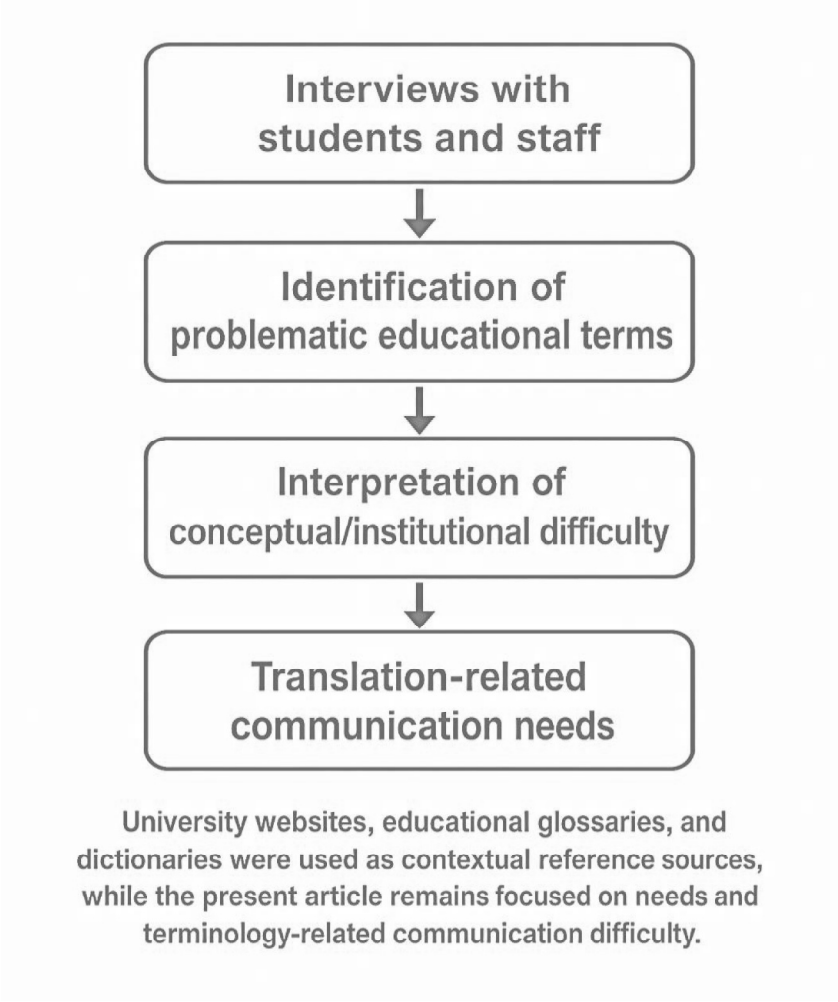
The terms in Table 4.1 concern recurring processes such as course selection, enrollment changes, academic standing, study duration, and withdrawal from study. Their diversity supports the view that students' terminology needs are embedded in routine institutional activity rather than confined to isolated vocabulary items.

4.3. Institutional Meaning as the Core Translation Challenge

Difficulty could persist even when a term's linguistic form was recognizable. For example, the term referring to the permitted duration of study could be confused with a similar expression denoting the academic year. This contrast illustrates why surface similarity alone may not reveal institutional meaning.

The central translation-related challenge is therefore conceptual and institutional access: students must connect an educational expression with the procedure, status, or rule it represents. Figure 4.2 summarizes the needs-analysis pathway from interview evidence to translation-related communication needs. Detailed comparison of competing English equivalents remains outside this article's scope.

Figure 4.2. Needs-analysis pathway from interview evidence to translation-related communication needs



Note: Diagram reflects qualitative relationships and conceptual flow pathways rather than quantitative or statistical frequencies.

4.4. Summary of Findings

Overall, the findings show that international students' educational terminology difficulties arose from the combined effects of language differences, limited exposure to specialized educational vocabulary, unfamiliar institutional concepts, and the possibility of semantic confusion among apparently similar expressions. These patterns support examining educational terminology as a translation-related communication problem in which linguistic form, conceptual meaning, and institutional context must be considered together.

5. Discussion and Conclusion

The findings refine academic-literacy research by identifying a terminology-specific mechanism within the communication demands described by Hyland (2006) and Wingate (2015). Students' difficulties involved not only Persian proficiency but also institutional expressions encoding unfamiliar procedures and statuses, extending academic-literacy accounts toward terminology-mediated participation.

The findings also align with terminology research: Sager (1990), Cabré (1999), Bowker (2015), Kageura (2002), Faber (2012), and Temmerman (2000) all locate specialized meaning in conceptual organization and context. Confusion surrounding expressions such as sanavāt-i taḥṣīlī supports this view because recognition of form did not ensure access to the institutional concept.

From a translation-studies perspective, the results support contextual approaches to meaning transfer (Baker, 2018; House, 2014; Munday, 2016) and Pym's (2014) concern with uncertainty and risk in translation decisions. They also reinforce Venuti's (2017) caution that fluent target forms can conceal consequential source-context distinctions. Effective terminology transfer depends on access to institutional meaning before an equivalent can function communicatively.

The needs-analysis findings correspond with Hutchinson and Waters (1987), Long (2005), Basturkmen (2010), Brown (2016), Flowerdew (2013), and Serafini et al. (2015): interviews with students and staff diagnosed context-specific requirements by identifying expressions that disrupted university interaction. Here, the unit of analysis is narrowed to terminology-mediated access to institutional meanings.

The study accordingly connects international higher education, academic literacy, terminology, translation, and needs analysis. Its local orientation also resonates with Hosseinipour Noghani's (2013) emphasis on lexicographic data collection from multiple sources, and with the locally situated administrative terminology recorded in the parent thesis (Halimi Sarbalaei, 2021). The authors therefore conclude that educational terminology is best treated as a specialized communication and translation challenge whose analysis should begin with users' actual institutional needs.

6. Practical Implications

The findings suggest that international universities should identify recurrent educational terms through local needs analysis and provide students with concise, context-sensitive explanations at the points where those terms are encountered, such as registration, course management, academic-status procedures, orientation materials, and staff-student communication. The immediate practical priority is not simply to supply translated labels, but to connect each critical term with the institutional procedure or meaning that students need in order to act correctly.

7. Limitations and Directions for Future Research

The study is limited by its single-institution case-study design and by its concentration on a particular group of international students and staff. The student cohort also spanned different fields of study (TEFL, Business Management, Computer Engineering) without a standardized measure of English or Persian proficiency (e.g., IELTS or TOEFL scores); because proficiency was not controlled or reported, some of the terminology difficulties documented here may partly reflect this heterogeneity rather than the terms themselves, and this should be treated as a methodological limitation rather than a controlled variable. The qualitative data identify terminology-related difficulties and institutional meanings, but they do not establish how frequently each difficulty occurs across the wider international-student population or measure changes in comprehension after terminology support is provided. Future research should therefore replicate the analysis across universities, language groups, and educational systems; examine whether contextual explanations improve students' understanding and performance in institutional procedures; and investigate how terminology needs vary across stages of study. Comparative work could also explore how educational concepts are mapped across different higher-education systems

while keeping needs analysis and users' actual communication problems at the center of the investigation.

References

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. Journal of Studies in International Education, 11(3–4), 290–305. https://doi.org/10.1177/1028315307303542

Baker, M. (2018). In other words: A coursebook on translation (3rd ed.). Routledge.

Basturkmen, H. (2010). Developing courses in English for specific purposes. Palgrave Macmillan. https://doi.org/10.1057/9780230290518

Benesch, S. (2001). Critical English for academic purposes: Theory, politics, and practice. Lawrence Erlbaum Associates.

Bowker, L. (2015). Terminology and translation. In H. J. Kockaert & F. Steurs (Eds.), Handbook of terminology (Vol. 1, pp. 304–323). John Benjamins. https://doi.org/10.1075/hot.1.ter5

Brown, J. D. (2016). Introducing needs analysis and English for specific purposes. Routledge.

Cabré, M. T. (1999). Terminology: Theory, methods and applications (J. A. DeCesaris, Trans.; J. C. Sager, Ed.). John Benjamins Publishing Company.

de Wit, H., & Altbach, P. G. (2021). Internationalization in higher education: Global trends and recommendations for its future. Policy Reviews in Higher Education, 5(1), 28–46. https://doi.org/10.1080/23322969.2020.1820898

Faber, P. (Ed.). (2012). A cognitive linguistics view of terminology and specialized language. De Gruyter Mouton. https://doi.org/10.1515/9783110277203

Flowerdew, L. (2013). Needs analysis and curriculum development in ESP. In B. Paltridge & S. Starfield (Eds.), The handbook of English for specific purposes (pp. 325–346). Wiley-Blackwell. https://doi.org/10.1002/9781118339855.ch17

Halimi Sarbalaei, H. (2021). *Analysis of educational needs and designing a glossary: The case of the international students of the Imam Reza (PBUH) International University* [Unpublished master's thesis, Imam Reza International University]. IranDoc.

Hosseinipour Noghani, M. (2013). *Farhang-negarī* [Lexicography] [Master's thesis, Imam Reza International University] [In Persian].

House, J. (2014). Translation quality assessment: Past and present. Routledge.

Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learning-centred approach. Cambridge University Press.

Hyland, K. (2006). English for academic purposes: An advanced resource book. Routledge.

Kageura, K. (2002). The dynamics of terminology: A descriptive theory of term formation and terminological growth. John Benjamins. https://doi.org/10.1075/tlrp.5

Knight, J. (2015). Meaning, rationales and tensions in the internationalisation of higher education. In S. McGrath & Q. Gu (Eds.), Routledge handbook of international education and development (pp. 325–339). Routledge.

Library of Congress. (2012). ALA-LC romanization tables. https://www.loc.gov/catdir/cpso/roman.html

Long, M. H. (Ed.). (2005). Second language needs analysis. Cambridge University Press.

Munday, J. (2016). Introducing translation studies: Theories and applications (4th ed.). Routledge.

Pym, A. (2014). Exploring translation theories (2nd ed.). Routledge.

Rumbley, L. E., & Altbach, P. G. (2016). The local and the global in higher education internationalization: A crucial nexus. In E. Jones, R. Coelen, J. Beelen, & H. de Wit (Eds.), Global and local internationalization (pp. 7–13). Sense Publishers. https://doi.org/10.1007/978-94-6300-301-8_2

Sager, J. C. (1990). A practical course in terminology processing. John Benjamins.

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H., & Jinks, C. (2018). Saturation in qualitative research: Exploring its conceptualization and operationalization. Quality & Quantity, 52, 1893–1907. https://doi.org/10.1007/s11135-017-0574-8

Serafini, E. J., Lake, J. B., & Long, M. H. (2015). Needs analysis for specialized learner populations: Essential methodological improvements. English for Specific Purposes, 40, 11–26. https://doi.org/10.1016/j.esp.2015.05.002

Temmerman, R. (2000). Towards new ways of terminology description: The sociocognitive approach. John Benjamins.

Venuti, L. (2017). The translator's invisibility: A history of translation (3rd ed.). Routledge.

Wingate, U. (2015). Academic literacy and student diversity: The case for inclusive practice. Multilingual Matters.

Appendix A: Interview Questions (Student Version)

The following questions, reproduced from the parent thesis (Halimi Sarbalaei, 2021, Appendix A), were used to elicit the student interview data reported in this article. Respondents also reported their major, degree level, and gender.

1. Are there any areas in which you need clarification on the part of the university officials and technicians?

2. Have you been confronted by any problems registering in the university? Explain the problem and the reasons why you think they occur.

3. In the process of registration, studying, working with the university websites, etc., when you read the forms and the web pages, in which texts do you encounter the most problems? Which texts need translation from your point of view?

4. Do you fully understand the educational rules?

5. In the area of education, what concepts do you not understand that need to be translated?

6. What solutions do you propose for dealing with the existing situation?

Note: This protocol was administered to the student cohort. The parallel protocol administered to university staff is given in Appendix B.

Appendix B: Interview Questions for University Staff

Please answer the following questions based on your experiences with international students at the university. Respondents also reported their position/department and years of experience.

1. What are the most common educational problems that international students encounter when dealing with university officials and staff?

2. In your experience, what problems do international students usually face during the registration process? What do you think are the main reasons for these problems?

3. When international students work with university forms, websites, announcements, or other educational documents, which types of texts or information are most difficult for them to understand?

4. Which educational or administrative terms do international students most frequently ask you to explain or translate?

5. Do international students generally understand the university's educational rules and regulations? If not, which rules or concepts are more difficult for them to understand?

6. In your opinion, what educational concepts or terms should be translated or explained in order to make educational procedures easier for international students?

7. What difficulties do you think international students experience because of unfamiliar educational terminology?

8. How do you usually help international students when they have difficulty understanding an educational term, form, regulation, or procedure?

9. In your opinion, would an English–Persian glossary of common educational terms be useful for international students? Why?

10. Besides the English and Persian equivalents, what other information should be provided in the glossary? For example, definitions, explanations, examples, or information about relevant procedures.

11. Is there anything else that you think should be considered when designing a glossary for international students at Imam Reza (PBUH) International University?