

CULTURAL INTERFERENCE FROM INDONESIAN-TO-ENGLISH TRANSLATION

Marini Wijayanti Majaputri (maja1234710@gmail.com)¹

ARTICLE INFO

Submitted : 2023-07-19
Revised : 2023-10-25
Accepted : 2023-10-27

DOI:

<https://doi.org/10.33508/mgs.v5i1i2.4846>

ABSTRACT

This study aimed to explore how English learners translate cultural contexts from Indonesian to English. This is a case study that applied a single-case (embedded) design. The participants were English department students taking a translation course at a private university in Surabaya. The research instrument comprised five loose paragraphs and questionnaires. All translation products made by the participants were analyzed and compared with those of the sworn translator. The findings indicated that (1) some participants implemented foreignization ideology, domestication ideology, or both; (2) the translation methods applied by the participants were also different among them; (3) the participants implemented different translation techniques from the source language to the target language; and (4) some participants did omission in the target language. They did not render the source language that contained cultural aspects. In the end, there was cultural interference in rendering the cultural context from Indonesian to English as the target language. It can be seen how participants translated cultural aspects from SL to TL. Some of them translated words that contained cultural aspects, and the rest kept them in TL. This might have occurred because of the influence of the participants' knowledge and experiences.

Keywords: *cultural interference, source language, target language*

INTRODUCTION

Translating the source language to the target language that contains cultural aspects sometimes confuses the translator because some terms in the source language do not have equivalent words in the target language. One of the translators' concerns in translating cultural contexts is how to keep and convey the message from Indonesian as the source language (SL) to English as the target language (TL). First, before rendering the cultural context from SL to TL, the translator must know and understand the culture of SL and TL well. According to Harding and Cortés (2018), translation is the process of turning, rendering, and changing the original language to the target language. This means that a translator must know how to translate SL to TL, where cultural elements must be rendered accurately so that readers can understand the message in the translation product. Furthermore, culture and language are inseparable because culture is a part of language that affects language (Dweik, 2013). For example, the common culture of SL can be taboo or even impolite for TL culture. This can occur because of the different social values between the SL and TL cultures. A translator who really understands both languages (SL and TL) and their cultures will convey the message well from SL to TL, so readers comprehend the implicit meaning of the translation product (Almadhoun, 2020). Another related statement from another expert, "the influence of culture on translation activities is mainly reflected in two aspects: the scope and mode of national culture determining the translation activities, and the influence of culture on the process of translation" (Zhang,

¹ Graduate student, Widya Mandala Surabaya Catholic University

2018). McDowell (2020) states that language and culture are interconnected because culture shows identity and social norms. The norms among other cultures are different. For example, some norms in a society are taboo, but in another society is a common things. The norms are produced by human creation.

Translating the cultural context from SL to TL is rather different from translating a common text that does not contain a cultural aspect. Not only determining the target readers, the translators must be able to use appropriate terminology of cultural aspect to the target language, either keeping the original terminology or translating it to TL by using equivalent words. This situation can occur because of the divergence of culture between the source and target languages. If the translator only translates the text without considering the cultural aspect, the translation product will be confusing for the readers. The existence of different cultures in source and target languages confuses English learners mainly because they are not well-known the culture in the target language.

Translating cultural aspects from SL to TL might increase English learners' translation skills. Cultural interference from the source language to the target language in translation, where the translation products are less accurate, acceptable, and readable. Therefore, the researcher was encouraged to conduct research on how English learners translate cultural contexts from an Indonesian-to-English translation.

Theories of Translation

In the translation process, translators generally apply theories of translation to produce the best translation product that is understood easily by the target readers. The common translation theories implemented by translators are as follows:

1. Ideology of translation

The ideology of translation involves foreignization and domestication. Foreignization is implemented in translation when the translator wishes to maintain the culture of SL. This means that the translator retains the original terminology of SL to TL, whereas domestication is applied when the translator wants to retain the culture of TL in translation. The implementation of the translation ideology is adjusted according to the audience's needs. Putra (2017) states that the purpose of foreignizing translation is that the translator would like to present the culture of the source language to readers in order to gain new knowledge, whereas the aim of domesticating translation is that the readers would like the translation product to be understood easily and familiar with the readers' culture. Therefore, readers feel as if they have not read the translation product. Moreover, Grant et al. (2017) postulate that the process of translation is manipulated by ideology, which involves both the translator's individual ideology and the dominant ideology of society. It is the complex interaction of the two ideologies that results in the difference in the translation product as well as the necessary changes made in the process of translation through the translator's subjectivity.

2. Translation Methods

The translation method is used before a translator renders SL to TL. The translator should determine the type of translation method that will be implemented in the translation to ensure that the translation product is accurate, readable, and acceptable to readers. According to Newmark (1988), there are eight translation methods that can be chosen by a translator before translating SL to TL. Newmark puts the translation methods into the V diagram as depicted in Figure 1.

SL emphasis	TL emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

Figure 1. V Diagram of Translation Methods

Based on the V diagram presented in Figure 1, word-for-word translation, literal translation, faithful translation, and semantic translation emphasize SL in translation, whereas adaptation, free translation, idiomatic translation, and communicative translation emphasize TL in translation.

a. *Word-for-word translation*

In word-for-word translation, a translator tends to implement word equivalence between SL and TL. Each word is transferred one by one, similar to the word structure of SL based on general meaning or out of context. However, words that have a relationship with culture are rendered literally (Newmark, 1988).

b. *Literal translation*

In this method, a translator looks for grammatical constructions with equivalence between SL and TL, but this method is out of context. At the beginning of the translation process, the translator renders SL to TL word for word. However, he or she adjusts the word structure of SL to that of TL.

c. *Faithful translation*

This method of translation is used by translators when they attempt to reproduce the contextual meaning of the source language precisely to the target language, which is adjusted with the grammar in the target language (Newmark, 1981). Words whose cultural value is rendered on the basis of the original context, but there is still ignorance of grammatical aberration and unacceptable diction. The faithful translation technique is usually used in law text, poetry, literature transfer, and informatic terminology so that readers can still see the form of faithfulness in the target language (Newmark, 1988).

d. *Semantic translation*

In semantic translation, the method considers esthetic aspects from the source language to compromise the meaning during the form, and the meaning is accepted by the readers.

e. *Adaptation translation*

This method ignores the structure of SL but concerns messages and is closer to TL. The adaptation translation method is usually used to render poetry and drama. If there is cultural content, it must be translated and then adapted into SL.

f. *Free Translation*

The free translation method emphasizes the original form of SL in the content. In this method, the form of translation is paraphrase, which is longer.

g. *Idiomatic translation*

The use of the idiomatic translation method involves implanting the equivalent words from SL to TL and adjusting the grammatical construction in TL. The aim of this method is to reproduce a message into a TL.

h. *Communicative translation*

This translation method is used when a translator is concerned with the aim, effectiveness of language, and contextual meaning of TL to be understood by the reader. This method is usually used in advertisements.

3. *Techniques of Translation*

Technique refers to a skill, method, or practice art that is applied in a translation (Machali et al., 2000). A translator can choose any appropriate technique based on the target readers so that the translation result appears natural and can be understood by the readers. The techniques can be divided into direct and indirect techniques (Hartono, 2017). Direct techniques include borrowing, calque, and literal, whereas indirect techniques include transposition, modulation, compensation, adaptation, description, discursive creation, establish equivalent, generalization, particularization, reduction, substitution, variation, amplification, linguistic amplification, and linguistic compression.

Cultural Interference in Translation

Every language has a different culture. Differences in culture in the language are correlated with the translation process from SL to TL. In translation process, there are transfer of language and the message. This means that a translator would like to convey a message from SL to TL in order to be understood by readers. House (2015) examines that communication interdistinct language and culture, which present a critical overview, different approaches to translation, different links between culture and translation, and between perspective of context and text in translation. The divergence of cultural values in SL and TL is an obstacle for the translator to convey the message for readers so that they can understand the information well.

During the rendering process, the translator must understand the SL. The first step in the translation process is to obtain the best translation product (Putra, 2017). A translator should take the following three steps:

1. *Analysis of the text of the SL*

In this step, the translator attempts to entirely understand the SL text semantically, including the cultural context. The purpose of this step is to strengthen the understanding of the target language system that will be translated.

2. *Transferring*

In this step, the translator transfers cultural aspects in SL to TL by applying equivalent words or implementing the closest terminology, even appropriate ones, based on the context without changing the meaning.

3. *Adjustment*

In this step, the translator must harmonize the result of translation with the rules of TL based on target readers in natural result as much as possible.

Problems of Equivalence, Untranslatability, and Accuracy

When transferring the source language into the target language, diction is crucial. A translator must use equivalent words between the source and target languages. Translators must produce the closest natural equivalent but not reduce or embellish the content. Muzaffar et al. (2017) explained four types of equivalences as follows:

1. Linguistic equivalence, where there is similarity in the linguistic aspects of both SL and TL text, such as word-for-word translation.
2. Paradigmatic equivalence, where there is homogeneity of the grammatical element
3. Stylistic (translational) equivalence, where translators want to feature the originality of SL as an identity of culture.
4. Textual (syntagmatic) equivalence, where the translation has a textual similarity of shape or form.

The problem in rendering SL to TL not only about the equivalence between them but also their untranslatability. Li (2021) divided the two types of untranslatability into linguistic and cultural untranslatability. Linguistic untranslatability occurs when there is no appropriate lexical or structural transition from SL to TL.

Accuracy is the most important thing in rendering SL to TL because it concerns the message from SL to TL whether it can understand or not by target readers. Based on Safei & Salija (2018), translation accuracy depends on the translator's competence in reading and obtaining the original text. Not only that the translators must fully understand the sense and meaning and meaning of the original author and have wide knowledge of both SL and TL.

Translation Error

Error in transferring language is fatal because the message in SL is not conveyed correctly to TL. Of course, this case causes misinformation to the readers because of the diverse messages between SL and TL. In Putri (2019), error means a mistake made by non-native speakers in writing and speech. Translation error can occur if the receptor in the TL misunderstands the text. Therefore, the translation product is not effective. In TL culture, there are cultural values and situations that may not be omitted because they have symbolic value. If they are omitted, the message from the SL is not conveyed if there is any change in meaning. Furthermore, Yue & Sun (2021) state that translation error refers to faithful accords to SL. In other words, translation error means the product of translation that is ambiguous when it is read by readers and is caused by rendering textually not contextually.

Target Reader

Before rendering SL to TL, the translator must know the target readers because the language style in the translation, including the choice of words, will influence the readers' comprehension. In Ruffolo (2021), the crucial components of target readers are: age, gender, academic level, ethnic group, social group, country or geographical area, and purpose of translation. In addition, occupation and sex are also important in determining the language style used in translation.

RESEARCH METHOD

This study is a case study. To support the case study, the researcher follows the theory proposed by Yin (2018) "A major step in designing and conducting a single-case study is defining the case itself. An operational definition is needed, and some caution must be exercised —before a total commitment to the whole case study is made—to ensure that the case to be studied is in fact relevant to the original issues and questions of interest."

In the case study, the researcher relied on Yin (2018) by identifying the case of this study on the basis of basic types of case study design as depicted in Figure 2. They are (type 1) single-case (holistic) design, (type 2) single-case (embedded) design, (type 3) multiple-case (holistic) design, and (type 4) multiple-case (embedded) design.

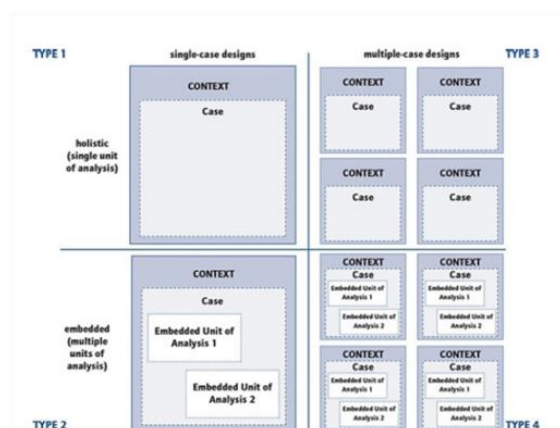


Figure 2. Basic types of case study design
(Source: COMSOS Corporation)

Based on the picture above, type 1 and type 2 are used if the research has only one case, whereas type 3 and type 4 are used if the research has more than one case. The divergence between type 1 and type 2 is the number of units in the analysis. In this study, the researcher used type 2 because she used only one case and more than one analysis. The participants in this study were students of the English Department who were taking translation courses. Furthermore, the research instrument was the Google Form application, which was used to collect data from the participants. The Google Form contained five loose paragraphs and a questionnaire. The loose paragraphs contained cultural aspects that had to be translated by the participants from Indonesian to English, and the questionnaire contained 9 questions to determine the extent of the participants' translation knowledge. For data collection, the researcher sent five loose paragraphs containing cultural aspects and a questionnaire using Google Form application. Afterwards, the researcher chose two translation products and then sent them to a sworn translator to evaluate the translation products and choose the ones that were accurate or were close to accuracy.

The researcher analyzed the translation products from the English learners based on the ideology of translation, translation methods, and techniques of translation and checked the questionnaires that had been filled by the participants. The questionnaires were sent to the participants' translation products to determine the cultural interference from Indonesia-to-English translation. Next, in data analysis, the researcher used 4 stages of analysis techniques adopted from Spradley (2016). They were (1) domain analysis, which was used to obtain general objects to find the focus to be analyzed. At this stage, the researcher determined five loose paragraphs as data that contained cultural aspects. These have been translated from Indonesian to English by 32 participants; (2) taxonomy analysis was used to analyze the domain in detail by classifying them into ideology, methods, and techniques of translation of five loose paragraphs; and (3) componential analysis was applied to see the linkages among taxonomy. In this third stage, the researcher analyzed the participants' translation products based on participants' knowledge and experiences that were obtained by the researcher from questionnaires; (4) a cultural theme was used to obtain the thread of the domain and then integrated to obtain the conclusion.

This study was descriptive and qualitative and the validity of the data was by triangulation. Triangulation is a technique which is used to check the validity of data with comparing the data with other data beyond the data collection (Moleong, 2007). Among the four types of triangulation, a sworn translator was used for triangulation in this study.

FINDINGS AND DISCUSSION

Findings

As previously mentioned, the data were loosed texts (paragraphs) in Indonesian and translated to English by the participants. The way the participants translated is summarized in Table 1. Based on Table 1, it can be seen that, firstly, the participants implemented foreignization ideology, domestication ideology, or both in their translation product. Secondly, the translation methods that were applied by the participants also differed. Thirdly, the participants implemented different translation techniques from the source language to the target language. In addition, some participants did not use the target language. They did not render a source language that contained cultural aspects. The findings are summarized in Table 1.

Table 1. The way the participants translated

Ideology	Methods of translation	Techniques
Foreignization	Faithful	Pure borrowing
Domestication	Literal	Adaptation
Foreignization and Domestication	Semantics	Amplification

Ideology	Methods of translation	Techniques
	Communicative	Transposition
		Couplet
		Description
		Establish equivalent
		Calque
		Literal
		Reduction

Each participant applied different ideologies, methods of translation, and translation techniques. They were influenced by their English cultural knowledge of both the source and target languages, as well as their experiences. Some of them, who were not proficient in English and had less cultural understanding both in the source and target languages, omitted difficult words for translation. Then, they also translated from the source language to the target language. Table 2 presents an example of the participant's translation product and Table 3 presents the sworn translator's product for a comparison and as triangulation.

Table 2. Participant's translation product

Source Language	Target Language	Ideology		Method	Technique
		Foreignization	Domestication		
Urutan organisasi di Indonesia dari yang terendah ke yang tertinggi dimulai dari RT, RW, Kelurahan, Kecamatan, Kabupaten atau Kotamadya, Provinsi, dan pemerintah pusat.	The order of organization in Indonesian from the lowest to highest starts from RT, RW, sub-district or municipalities, provinces, and central government.	√	√	<ul style="list-style-type: none"> faithful translation literal translation 	<ul style="list-style-type: none"> pure borrowing transposition literal
Keseluruhan level-level ini berlaku di semua wilayah Indonesia, baik di wilayah tertinggal maupun di wilayah maju.	All of these levels apply in all regions of Indonesia, both in under developed and developed regions.				

Table 3. The sworn translator's product of the same texts

Source Language	Target Language	Ideology		Method	Technique
		Foreignization	Domestication		
Urutan organisasi di Indonesia dari yang terendah ke yang tertinggi dimulai dari RT, RW, Kelurahan, Kecamatan, Kabupaten atau Kotamadya, Provinsi, dan pemerintah pusat.	The hierarchical order of Indonesian government administration organization commencing from the lowest to the highest strata starts from Sub-Cluster, Cluster, Compound (inurban area) or Village (in rural area), Sub-district, Regency or Municipality, Province, and National Government Administration.	√	-	<ul style="list-style-type: none"> Communicative translation 	<ul style="list-style-type: none"> amplification adaptation literal

Source Language	Target Language	Ideology		Method	Technique
		Foreignization	Domestication		
Keseluruhan level-level ini berlaku di semua wilayah Indonesia, baik di wilayah tertinggal maupun di wilayah maju.	These entire levels are applicable in all territories of Indonesia, either in under developed or in developed regions.				

In the participant translation product it can be seen that both foreignization and domestication ideologies were used in transferring the source language to the target language. It could be proved by using *RT*, *RW* in the target language (domestication) and *sub-districts* (kelurahan), *districts* (kecamatan), *municipalities* (kotamadya), *provinces* (provinsi), and *central government* (pemerintah pusat) and the target language beyond government terminology applied to foreignization ideology. Then, in the translation method, both faithful translation and literal translation were applied. In terms of translation techniques, the participant applied pure borrowing, transposition, and literal. It can be shown in *RT* and *RW* (pure borrowing technique), *sub-districts* (literal translation technique), *districts or municipalities* (literal translation technique), *provinces* (literal translation), and *central government* (transposition). However, there was an omission of the word *kabupaten* in TL.

The translation made by the participant was compared with that of the sworn translator to determine the accuracy of the participant's translation as follows:

- *Ideology*

The sworn translator applied foreignization ideology by translating all source languages to target languages, including cultural terminologies: *RT* in SL became sub-cluster in TL; *RW* in SL became cluster in TL; *kelurahan* in SL became compound (in urban area) or village (in rural area) in TL; *kecamatan* in TL became sub-district in SL; *kabupaten* atau *kotamadya* in SL became regency or municipality in TL; *provinsi* in TL became province in TL; *pemerintah pusat* became national government administration in TL.

- *Method of Translation*

The sworn translator implemented communicative translation in the target language.

- *Technique of Translation*

The sworn translator applied some techniques of translation as presented in Table 4.

Table 4. Some techniques performed by a sworn translator

Source Language	Target Language	Translation Techniques	Description of Techniques
RT	Sub-cluster	adaptation	RT (<i>Rukun Tetangga</i>) means neighbourhood community
RW	Cluster	adaptation	RT (<i>Rukun Warga</i>) is social community which constitutes combination of some neighborhood communities
Kelurahan	Compound (in urban area) or village (in rural area)	adaptation and amplification	<i>Kelurahan</i> was translated compound as equivalent word to <i>Kelurahan</i> (adaptation) and given more information (amplification) (<i>in urban area</i>) or <i>village</i> (<i>in rural area</i>) after <i>compound</i> .
Kecamatan	District	literal	<i>Kecamatan</i> is equivalent to <i>district</i> .
Kabupaten	Regency	literal	<i>Kabupaten</i> is equivalent to <i>regency</i>
Kotamadya	Municipality	literal	<i>Kotamadya</i> is Equivalent to <i>municipality</i>
Pemerintah pusat	National Government Administration	adaptation	Pemerintah pusat is equivalent to <i>National Government Administration</i>

Discussion

The main point of this study is that there is interference from the source language to the target language, which involves ideology, translation methods, and translation techniques. The translation products of the

participants differed in the ways in which they applied different ideologies, translation methods, and techniques. The implementation of their translation product was influenced by their knowledge of English and the culture of the source and target languages. The applied approach was a case study using embedded research (type 2) because the researcher used one case but more than one analysis. The data were obtained from 32 participants and then translated and proofread by a sworn translator as expert triangulation. In addition, the sworn translator commented on it. Furthermore, the strength of this study was that some translation products were translated well by a sworn translator with extensive experience in translation. However, the weakness of this study was the participants' knowledge of English and the culture of the source and target languages only from the questionnaire.

Translation constitutes an important subject that must be taught to students in the English Department to produce high-quality translation products. To ensure the quality of the translation product, it can be seen from its accuracy, readability, and acceptability. In addition, many source languages must be rendered to the target language to obtain crucial information, such as technology, business, politics, and other specific fields. Mastery of the culture of the target language is extremely important for the translation products to be comprehended by readers. It is supported by House (2015), who stated communication interdistinct language and culture, which presents a critical overview, different approaches to translation, different links between culture and translation, and the perspective of context and text in translation. In addition, the implementation of ideology, translation methods, and translation techniques in the rendering process is crucial because their appropriate implementation influences the quality of translation products. The impact of this paper is that students of the English Department or beginner translators will learn more about the culture of the target language and the theories of translation in order to apply the appropriate ideology, translation methods, and techniques to translation.

To be a good translator, he/she must: (1) master both the source language, the target language, and both cultures; and (2) understand well the content of the text that will be rendered. In other words, a translator has competency in the translation project; (3) has competency in language style and figure of speech; (4) be thorough and meticulous; and (5) consult a senior if the translator encounters an obstacle.

CONCLUSION AND SUGGESTIONS

Based on the results of the research described above, it is concluded that the implementation of ideology, translation methods, and translation techniques in the translation products for participants was different. It depends on the translator's English and cultural knowledge of both the source and target languages. Subsequently, the translators' experiences also influence translation products. Last but not least, the most important factor was that the translation product had to be accurate, readable, and acceptable in order for the translation products to be understood by readers.

On the basis of the conclusion above, the researcher suggests some points that might be useful for translators and researchers:

1. A translator must master both English and cultural knowledge of the source and target languages because they are crucial in translation so that target readers can comprehend the message of the translation product easily. In addition, the translator should improve his/her translation competence to produce the best translation product. Next, the translator must apply the proper ideology, methods, and techniques of translation because these elements affect the quality of the translation product.
2. Further research is recommended to analyze cultural terminology in depth before translating the source language into the target language. Afterwards, the next researchers are highly recommended to conduct deep interviews of qualitative research with participants to obtain much better information on the data analysis.
3. Students of the English Department interested in translating objects are recommended to learn more about

cultural terminology to get much more knowledge.

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