Exploring the Interplay Between Students' Translation Proficiency and Critical Thinking Skills: a Linguistic Landscape Perspective

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Abstract
Numerous studies on Critical Thinking Skills (CTS) have demonstrated their significant relationship with various subjects, including language skills and components. However, there is a notable gap in research exploring whether CTS directly influences translation proficiency, particularly in the context of EFL students in Indonesia. This study addresses this gap by investigating whether proficient translators exhibit strong critical thinking skills. Using the Pearson product-moment correlation coefficient, the study examined the relationship between translation and CTS scores. The participants comprised 79 EFL students from a public university in Indonesia who completed two assessments: a translation task involving a news text and a Critical Thinking test adapted from *International Critical Reading and Writing* by Paul and Elder (2006). The correlation analysis yielded a coefficient of 0.270, indicating a significant positive relationship between translation skills and CTS. Consequently, the null hypothesis was rejected. The findings suggest that effective translators are also strong critical thinkers, emphasizing the need to integrate CTS into translation training and EFL teaching methodologies.
Key words: critical thinking skill, EFL student, linguistic landscape, translation proficiency

Introduction

In recent decades, numerous studies have established a significant relationship between Critical Thinking Skills (CTS) and various language skills, including listening (Baki, 2025), speaking (Fernandes et al., 2024), reading (Paige et al., 2024), and writing (Teng & Yue, 2023), as well as other disciplines such as mathematics and scientific reasoning (Bandyopadhyay & Szostek, 2019; Freely & Steinberg, 2000). Furthermore, CTS serves as a foundational component for language and literacy success (Yan, 2021). Despite these findings, limited research has explored the extent to which CTS influences translation skills. Given that CTS encompasses key cognitive processes such as comparing and contrasting, problem-solving, evaluating ideas, and forming opinions, these skills are inherently aligned with the cognitive demands of translation.

Critical thinking is widely regarded as a fundamental element of decision-making and a vital competency for students and professionals, particularly in the context of the Industrial Revolution 4.0 (Bandyopadhyay & Szostek, 2019). In Indonesia, critical thinking forms one of the four pillars of education, alongside communication, collaboration, and creativity and innovation, as outlined by the Ministry of Education (2013). This policy emphasizes the need for curricula to address global challenges and prepare students for future demands by embedding critical thinking within learning activities. Similarly, the Ministry of Education and Culture (2018) advocates for developing critical learning patterns to equip students with essential 21st-century skills, including problem-solving and adaptability (Minister of Education and Culture, 2018). However, despite these formal mandates, the practical implementation of critical thinking in Indonesian classrooms often remains superficial, with limited

opportunities for students to engage in activities that foster deeper critical thinking skills (Sahiruddin, 2011).

A number of studies have attempted to discuss the role of critical thinking in EFL classes. For instance, Song et al (2025) explored two important skills for English as a Foreign Language (EFL) learners, critical thinking skills (CTS) and reading comprehension ability (RCA). The study revealed that many Chinese college EFL students struggle to develop these skills because their education often relies on traditional methods, like teacher-centered classes and rote memorization. In different settings, Zhang et al (2025) conducted a quasi-experimental investigation into the effects of cooperative learning (CL) on the cultivation of CT among Chinese senior high school students, specifically within the context of EFL argumentative writing. The study involved 74 students from two separate classes, who were asked to produce argumentative essays and complete a questionnaire measuring CT dispositions both before and after the intervention. The study found that CL significantly enhanced students' CT abilities and writing performance, with a strong positive correlation identified between CT scores and writing scores.

Li (2023) explored how EFL teachers understand and teach critical thinking, an important skill for both academic success and innovation in the workplace. The study unveiled that teachers associate critical thinking with certain key characteristics and elements, often influenced by cultural factors and the specific subjects they teach. Other research by Pang (2022) explored how using social media in a flipped learning approach improves learning in EFL (English as a Foreign Language) settings. The study revealed that social media helps boost student engagement and critical thinking by encouraging more collaboration, interaction, feedback, and challenging tasks. The review suggests that this method can benefit not just students and teachers, but also curriculum designers and policymakers by promoting a more student-centered way of learning.

Critical thinking is increasingly important in translation in the Industrial Revolution 4.0 era, where rapid access to global information underscores the role of language in processing and interpreting diverse content (Junining, 2018). Translation requires cognitive processes such as analyzing, evaluating, and synthesizing information as part of critical thinking. Yet, assessments of critical thinking in translation are often inadequate, focusing more on general learning contexts than on specific applications in fields like translation. Recent research (see Cheng, 2022; Wang, 2024; Yang & Wang, 2020) has reported that translation is not just about changing words from one language to another, and it also involves complex mental activities like analyzing, evaluating, and making decisions about meaning, tone, and cultural context. These activities are directly related to cognitive skills, especially critical thinking.

Taxonomies such as Barrett's (1980) and Bloom's revised taxonomy (Wilson, 2016) provide frameworks for understanding the cognitive dimensions of critical thinking. Barrett's taxonomy outlines five levels of comprehension: literal understanding, reorganization, inferential understanding, evaluation, and appreciation, while Bloom's taxonomy categorizes cognitive processes into High Order Thinking Skills (HOTS) and Low Order Thinking Skills (LOTS). These frameworks are invaluable for assessing the interplay between critical thinking and translation skills.

Despite the growing recognition of critical thinking's importance in translation, the relationship between CTS and translation proficiency remains underexplored, particularly in Indonesian higher education. While prior research has examined the correlation between CTS and reading skills, there is a lack of studies investigating whether strong critical thinking skills translate into higher translation proficiency. This study addresses this gap by exploring the relationship between CTS and translation ability among students at a public university in Indonesia. By doing so, it aims to contribute to the development of critical thinking skills in higher education and offer insights into enhancing translation education.

Literature Review

Linguistic Landscape in Translation and Critical Thinking Studies

Linguistic Landscape (LL), introduced by Landry and Bourhis (1997), refers to the visible language on public signs, billboards, commercial displays, and government buildings in a given area. It captures how languages coexist, compete, or dominate within a particular territory, offering a visual representation of its linguistic and cultural diversity. By analyzing the presence, absence, and hierarchy of languages in the landscape, LL studies reveal important insights into issues of identity, power relations, language policy, and social dynamics within a community (Grey, 2021; Rosendal & Amini Ngabonziza, 2023; Wangdi & Savski, 2023). Thus, LL is not just about the physical presence of language, but also about understanding the deeper societal meanings and structures reflected in public communication.

In the context of translation and critical thinking studies, the LL perspective offers a practical approach to understanding how students' translation proficiency and critical thinking skills intersect (Heidari Tabrizi & Mair, 2025). By focusing on real-world texts like public signs, advertisements, and street names, students are exposed to authentic materials that go beyond simple linguistic knowledge. These texts are embedded with cultural, social, and contextual nuances, requiring students to think critically about how language functions in specific environments. Translating such texts challenges students to consider factors like formality, tone, and audience, rather than relying on a word-for-word translation. This real-world contextualization helps students improve their translation proficiency while fostering critical thinking skills to assess the most appropriate translation choices for the target language and culture (Ozkul, 2024).

In addition to enhancing translation proficiency, working with linguistic landscape materials encourages students to think critically about how language is used in different cultural contexts. Translating materials such as advertisements or public notices requires students to adapt the message while preserving its intended meaning and tone. This process involves analyzing the communicative intent of the source text and considering the cultural norms of the target language (Lees, 2024). For example, when translating an advertisement from English to Indonesian, students must decide how to modify the phrasing or tone to better resonate with the target audience. By engaging with these types of texts, students refine their ability to handle various translation challenges and develop a deeper understanding of how to adapt texts for different cultural and social contexts, ultimately improving both their translation proficiency and critical thinking skills.

Critical Thinking

All the time, humans are faced with development, and this is one that must be continuously studied, not to mention the sector involved in it is education. Education today requires teachers, students, and all stakeholders to continue to think critically and creatively in order to adapt to their role in the times. The importance of critical thinking skills is based on the assumption that thinking is one of the important human potentials to be developed in order to achieve optimal capacity (Dias-Oliveira et al., 2024).

Critical thinking is often regarded as the pinnacle of cognitive processes, encompassing three key categories: reflective thinking, creative thinking, and evaluative thinking (Lubbe et al., 2025). These categories are interrelated yet distinct, with each playing a vital role in the development of a person's cognitive capabilities. As such, fostering critical thinking skills is crucial at every educational level, with particular emphasis on higher education. Institutions of higher learning, in particular, have a responsibility to prioritize the cultivation of these skills among their students.

This is because critical thinking serves as the foundation for rational decision-making, which is essential not only for academic success but also for contributing to the improvement of societal structures and systems. By honing critical thinking abilities, students are equipped to engage with complex issues, make informed judgments, and ultimately provide better service within the social system. Thus, educational institutions must deliberately cultivate these cognitive skills to prepare students for the demands of their professional and civic lives.

Bloom's Taxonomy

At the tertiary level, critical thinking is explicitly embedded in Indonesian law, as outlined in Article 77, Paragraph 3 of Law Number 12 of 2012. This article stipulates that student organizations must fulfill several key functions, including: (1) facilitating student activities that foster the development of students' talents, interests, and potential; (2) promoting creativity, sensitivity, critical thinking, courage, leadership, and a sense of national identity; (3) addressing students' interests and welfare; and (4) cultivating social responsibility through community service initiatives. In light of these requirements, and given the increasing importance of critical thinking as a foundational skill for navigating the digital era, Bloom's Taxonomy (1956) has been widely adopted in educational contexts (Wilson, 2016). This framework distinguishes between lower-order thinking skills (LOTS), such as knowledge, comprehension, and application, and higher-order thinking skills (HOTS), which encompass analysis, synthesis, and evaluation. By engaging students in both levels of cognitive processing, educational institutions aim to develop the critical thinking abilities necessary for success in both academic and professional spheres.

Table 1. LOTS and HOTS in Bloom's Taxonomy as revised by Anderson and Krathwohl

Metacognitive	LOTS		HOTS		
Procedural					
Conceptual					
Factual					
	Literal	Reorganization	Inferential Comprehension	Evaluation	Appreciation

HOTS thinking skills are widely applied, especially in helping students analyze by looking at existing data, train their thinking to be able to reach a conclusion, and collect information, which will then be used as an evaluation instrument. All data that has been received and then followed up on in an evaluation will ultimately help to create critical and creative thinking. LOTS thinking is the ability to think skills that begin with remembering, which is followed by memorizing. Students are required to understand and apply the results of their thinking (Bahr, 2010). Referring to the critical thinking model above, if it is correlated with universities, the role of critical thinking can be enhanced through learning experiences and organizational activities available on campus. In an earlier study, Waghid (2024) revealed that various activities in student organizations provide valuable learning experiences for students and also increase critical reasoning abilities and social sensitivity. Not only student organization activities but critical thinking skills can be honed in lecture activities, which emphasize the concept of learning by doing rather than learning by theory. This is because students are faced directly with learning situations that require them to develop and condition critical thinking skills, instead of just observing without being directly involved in the process.

Reading is recognized as one of the primary skills and an essential learning tool in education. It plays a crucial role not only in language acquisition but also in broader cognitive development. McDonough and Shaw (1993) emphasize that reading is among the most productive skills to teach, as it contributes significantly to learners' overall academic success. Furthermore, reading is closely linked to the development of creativity. According to Rabel (2005), engaging with texts can foster students' creative capacities, providing opportunities for them to practice and enhance their creative thinking skills. This suggests that reading activities are not merely passive exercises but can actively stimulate intellectual growth. Research on reading literacy further supports the critical role of reading in cognitive development. Studies by Sahiruddin (2018, 2019) have shown a strong correlation between reading performance and students' ability to accomplish tasks that demand critical thinking skills in a second language. Additionally, these studies highlight the influence of linguistic abilities on students' reading comprehension and critical task performance, underlining the interconnected nature of language proficiency and cognitive skills.

In addition, effective translation involves a range of complex activities that require both skill and knowledge. Translation is a significant phenomenon that influences daily life, as it involves the translator in the creation of two distinct products. The first product is the translator's role in transferring the original text or source text (ST) into another language, producing a target language text (TT). The second product is the actual translation outcome, which is the tangible result of the translator's work. Both products in this translation process must reflect elements within the domain of critical thinking. This study aims to evaluate the quality of translation through a communicative translation approach and examine the level of critical thinking employed by students in the translation of a text.

Linking Linguistic Landscape, Cognitive Science, and Translation Studies

The interplay between students' translation proficiency and critical thinking skills, approached through a linguistic landscape perspective, calls for a more explicit theoretical connection between linguistic theories, cognitive science, and translation studies. Linguistic theories, particularly those concerned with pragmatics, sociolinguistics, and semiotics, provide a foundational understanding of how meaning is constructed, negotiated, and represented in different contexts. The linguistic landscape, composed of public signs, texts, and symbols, can be seen as a living corpus of real-world language use that reflects these theoretical principles in action (Parrança da Silva, 2024).

Put together, cognitive science offers crucial insights into how individuals process linguistic information, solve problems, and engage in critical reasoning (Niu et al., 2024). Translation, especially in authentic environments filled with cultural and ideological nuances, is not a straightforward transfer of content; it is a complex cognitive task that demands attention, interpretation, memory, decision-making, and metacognitive control. The cognitive demands inherent in translation closely mirror the skills essential to critical thinking, such as analysis, synthesis, and evaluation.

Translation studies, particularly functionalist and sociocultural approaches, emphasize that translation is shaped by context, purpose, and audience, themes that strongly resonate with the linguistic landscape perspective. Translators must not only decode language but also understand the social meanings and cultural implications embedded in texts. In this sense, translation is a cognitively rich, socially embedded act that draws directly on both linguistic knowledge and critical thinking capacities.

By explicitly linking these domains, the present study underlines that translation proficiency is not merely about language accuracy; it also requires cognitive flexibility, critical engagement, and an acute awareness of sociolinguistic

realities. The linguistic landscape serves as an ideal site where these interdisciplinary processes converge: students must read between languages, between cultural codes, and between power structures, an exercise that embodies both theoretical linguistic insights and cognitive operations. This convergence suggests that translation training should not isolate linguistic skills from critical thinking development but should integrate real-world analysis, cognitive strategies, and sociocultural awareness as core components of education.

The Relevance of Linguistic Landscape in Translation and Critical Thinking Studies

The linguistic landscape (LL) perspective is particularly relevant to the studies of translation proficiency and critical thinking because it foregrounds the ways in which language operates within public spaces, reflecting broader social, cultural, and ideological dynamics (Wangdi & Savski, 2023). Unlike traditional linguistic analyses that may isolate language use from its real-world settings, the linguistic landscape approach situates language within the everyday environments where individuals encounter and interpret texts naturally. Applying this perspective to the study of students' translation proficiency and critical thinking skills enables a richer, more nuanced understanding of how learners interact with authentic, often multilingual, communicative challenges. Rather than viewing translation solely as a technical exercise, this approach positions it as an inherently interpretive act, shaped by contextual awareness, cultural sensitivity, and critical reflection. Students are not merely transferring words between languages; they are navigating layers of meaning, intent, audience expectations, and power relations embedded in public texts (Grey, 2021).

Furthermore, the linguistic landscape serves as an ideal platform for observing critical thinking in action. It demands that students question why certain languages appear in specific places, how visual and textual elements construct social realities, and what ideological messages are conveyed through linguistic choices. This process aligns directly with key dimensions of critical thinking, such as analysis, evaluation, and inference. By grounding the study in real-world linguistic environments, the research moves beyond theoretical assessments of skill and toward an investigation of how cognitive and linguistic competencies manifest in complex, everyday contexts. Thus, the linguistic landscape perspective not only complements but enhances the exploration of translation proficiency and critical thinking, offering a comprehensive framework for capturing the interconnectedness of language, thought, and society.

Theoretically, the connection between translation proficiency and critical thinking becomes particularly clear when analyzed through the lens of LL. Translation proficiency is no longer seen as the mere transfer of words between languages; it involves critical judgment about meaning, purpose, and reception. Critical thinking enables students to question the visible language choices in public spaces, asking why certain languages dominate, how messages might change for different audiences, and what hidden ideologies or assumptions the texts carry. Thus, critical thinking and translation proficiency are interdependent: critical thinking enriches translation decisions, and translation tasks stimulate critical engagement with language, society, and meaning.

Method

Contexts of the Study and Participants

In this study, the use of linguistic landscape texts situates students in realistic problem-solving situations, where they must make interpretive choices based not only on literal meaning but also on audience expectations, cultural appropriateness, and intended function. Methodologically, this approach mirrors real translation practices, making it a powerful tool for evaluating both technical and cognitive skills.

This study aimed to explore the correlation between EFL students' critical thinking skills toward their performance in translating news articles. Therefore, this current study involved 79 EFL students from a public university in Indonesia which consisted of 19 males and 60 females. Additionally, the students were assumed to be homogeneous in language proficiency and comprised both male and female translation students aged 18 to 20 years.

Instruments

International Critical Thinking Reading and Writing Test by Paul and Elder (2006)
The standard version of the International Critical Thinking Reading and Writing Test, which incorporates five levels of close reading, was designed to assess EFL translation students' critical thinking skills across knowledge, comprehension, application, analysis, synthesis, evaluation, and decision-making or problem-solving. The critical thinking questionnaire included an answer key for scoring purposes, with a maximum possible score of 10.

A News Article Translation Test
To assess translation ability, EFL translation students were tasked with translating a news article from English into Indonesian within 30 minutes, using a full range of translation technologies and tools. The translated texts were evaluated using the Assessment of Translation Rubric adapted from Machali (2000). The translation rubric is outlined below.

Table 2. Assessment of translations adapted from Machali (2000)

Category	Score	Indicators
Almost perfect translation	86 - 90	Accurate delivery with natural flow; no spelling, grammar, or terminology errors.
Very good translation	76 – 85	Meaning is preserved with natural phrasing; minor spelling or grammar errors; correct terminology usage.
Good translation	61 – 75	Meaning is preserved; rigid translations and language errors are minimal (under 15%); mostly correct terminology with minor spelling slips.
Moderate translation	46 – 60	Translation feel is noticeable; rigid phrasing, idiom, and grammar errors remain under 25%; minor issues with term usage.

Data Collection
Over two sessions, both the critical thinking questionnaire and the translation texts were distributed to participants. The allocated time for completing the CTS test was approximately 30 minutes, the same as for the translation task. The questionnaire aimed to assess the students' critical thinking skills, which were evaluated collectively to explore the relationship between critical thinking ability and problem-solving in the translation of a news article. The six critical thinking skills assessed in the

questionnaire included knowledge, comprehension, application, analysis, synthesis, and evaluation.
These skills were measured through the questionnaire, which was translated into Bahasa by the researcher to eliminate any language barriers for the participants. The answer key was also used to ensure accurate scoring of responses. Apart from the questionnaire, participants were given a 300-word news article to translate, which required them to apply their knowledge of translation theories and strategies. The news text included specific terminologies and strategies, which were evaluated by both the researcher and an expert.

Data Analysis

This study employed quantitative methods to collect data. The International Critical Thinking Reading and Writing Test, along with translation tests, were used to gather data on the relationship between critical thinking skills (CTS) and EFL students' ability to translate a news article. The data were analyzed based on the questionnaire responses and translation tests. The Pearson correlation coefficient was applied to determine the results. Additionally, the translation texts were evaluated using an assessment rubric adapted from Machali (2000). Since this study was a correlational study, the researcher used the Pearson product-moment coefficient correlation to measure the data obtained. There were several requirements to conduct a bivariate Pearson correlation analysis, namely:

1. Data for each connected variable are normally distributed.
2. There is a linear relationship between variables.

Kolmogorov-Smirnov Normality Test (K-S)

The basis for decision-making in the K-S Normality Test

1. If the significance value (Sig.) > 0.05, then the research data are normally distributed.
2. If the significance value < 0.05, then the research data are not normally distributed.

Table 3. Result of Kolmogorov-Smirnov Normality Test:

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		79
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	2.64374340
Most Extreme Differences	Absolute	.097
	Positive	.094
	Negative	-.097
Kolmogorov-Smirnov Z		.859
Asymp. Sig. (2-tailed)		.451

Referring to the output table, it is evident that the two-tailed asymptotic significance value (Asymptotic Sig.) is 0.451, exceeding 0.05. Consequently, it can be concluded that the data follow a normal distribution.

Linearity Test

The basis for decision-making in the Linearity Test is:

3. Comparing Significant Value

Comparing the Linearity Significance Values

If the Linearity Significance (Sig.) value is < 0.05, there is a significant linear relationship between the independent and dependent variables.
If the Linearity Significance (Sig.) value is > 0.05, there is no significant linear relationship between the independent and dependent variables.

Comparing Deviation Values from Linearity to Assess Deviation from Linearity

If the Deviation from Linearity Significance (Sig.) value is > 0.05, the deviation is not significant (linear).

If the Deviation from Linearity Significance (Sig.) value is < 0.05, the deviation is significant.

Combination of Decision Interpretations:

1. If the Linearity Significance is significant and the Deviation from Linearity is not significant, it can be said that the link is truly linear (Strong Linear).
2. If both the Linearity Significance and the Deviation from Linearity are significant, the data can be considered strongly linear, but there's a possibility of data bulging.
3. If the Linearity Significance is not significant (weak) and the Deviation from Linearity is significant, it can be concluded that the data is not linear.

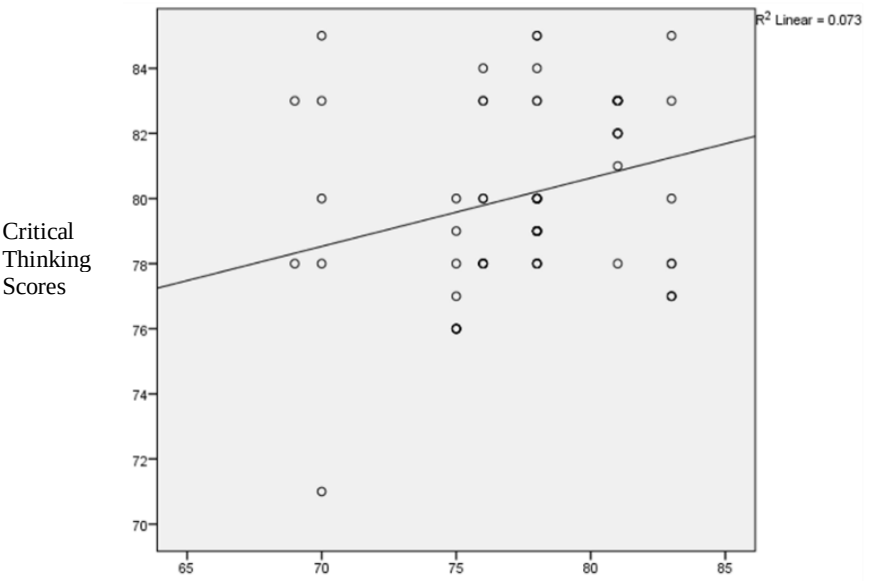
Figure 1. Result of linearity test:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Critical Thinking Scores *Translation Scores	Between Groups	(Combined)	184.613	6	30.769	5.490	.000
		Linearity	42.980	1	42.980	7.669	.007
		Deviation from Linearity	141.633	5	28.327	5.054	.001
	Within Groups		403.539	72	5.605		
	Total		588.152	78			

Decision Making:

Linearity Significance 0.007 < 0.05 (Linear) and Deviation from Linearity 0.001 < 0.05 (significant deviation). Therefore, the data can be justified as linear, but the high deviation causes the data to bulge. This statement is reinforced when observing the following scatter plot graph:



The news manuscripts were assessed for quality by two raters using the translation assessment signed by Machali (2000). The CTS test uses using International Critical Thinking Test by Paul and Elder (2006). To determine the research sample with certain considerations that aim to make the data obtained later more representative, the sample selection in this study will be purposive. Students who are involved in this research will become the unit of analysis. A total of 79 EFL students participated in this study, 19 male students and 60 female students from a public university in Indonesia. The data collection method used is a translation test using a news script. The news manuscript was then assessed for quality by two raters using the translation assessment guidelines by Machali (2000). The value of the translation test was then correlated with CTS scores. Furthermore, researchers can take an overview of how the relationship between translation quality and critical thinking skills of students, which are classified into HOTS or LOTS classifications according to Bloom's revised taxonomy concept.

The data for this study were collected and analyzed following linguistic landscape and critical thinking skills frameworks. First, the study recruited students who had prior experience in translating authentic texts. This idea is informed by the fact that the linguistic landscape allows translators to understand how public texts can be interpreted, reworded, and transferred into another language while considering their social, cultural, and communicative meanings, not just literal word-for-word translation. Second, the critical thinking framework is used to capture how students are cognitively engaged with the translation tasks. During data collection, students

were instructed not only to translate the linguistic landscape texts but also to provide reflective commentaries explaining their translation choices. These commentaries were structured to elicit explicit demonstrations of critical thinking skills in the analysis process, including interpretation, analysis, evaluation, inference, and self-regulation.

Findings

The result of the study shows that there is a significant correlation between the scores of translations and the scores of CTS, as seen from the following result of the Pearson product-moment coefficient test.

Table 4. The result of the correlation

Correlations

		Translation Scores	Critical Thinking Scores
Translation Scores	Pearson Correlation	1	.270*
	Sig. (2-tailed)		.016
	N	79	79
Critical Thinking Scores	Pearson Correlation	.270*	1
	Sig. (2-tailed)	.016	
	N	79	79

*. Correlation is significant at the 0.05 level (2-tailed).

Decision-making based on the calculated correlation coefficient (Pearson Correlation):

The calculated correlation coefficient (r) for the correlation between Translation Score (X) and Critical Thinking Score (Y) is 0.270, which is greater than the tabulated r value of 0.227. Hence, it can be concluded that there is a correlation between the Translation Score and the Critical Thinking Score. Furthermore, since the Pearson correlation value is positive, the relationship between these two variables is positive. In other words, as the Translation Score increases, the Critical Thinking Score also increases proportionally.

The findings of this study reveal a significant relationship between the Translation Score (X) and the Critical Thinking Score (Y). The analysis showed that the calculated Pearson correlation coefficient r=0.270 exceeds the tabulated r-value of 0.227, establishing that the relationship between these two variables is not due to random chance. This result affirms the presence of a meaningful correlation between translation proficiency and critical thinking ability.

The nature of this relationship is further clarified by the positive value of the correlation coefficient. A positive correlation indicates that as the Translation Score increases, the Critical Thinking Score also tends to rise proportionally. This suggests that individuals who perform better in translation tasks are likely to exhibit stronger

critical thinking skills, and vice versa. Although the correlation is statistically significant, its magnitude (r=0.270) reflects a weak to moderate strength, implying that while the two variables are related, other factors may also influence critical thinking ability beyond translation proficiency.

The observed relationship between Translation Scores and Critical Thinking Scores can be explained by the cognitive demands inherent in both activities. Translation involves more than mere linguistic conversion; it requires a deep understanding of context, nuanced interpretation, problem-solving, and decision-making to accurately convey meaning across languages. These processes are inherently aligned with the core elements of critical thinking, such as analysis, evaluation, and reasoning. Therefore, individuals with strong translation skills may naturally demonstrate higher levels of critical thinking ability.

These findings carry important implications for education and pedagogy. The positive association between translation and critical thinking suggests that enhancing students' translation skills may indirectly promote their critical thinking development. Incorporating translation exercises into educational curricula could serve as a dual-purpose tool, fostering both linguistic and cognitive growth. Furthermore, the study underscores the need for further exploration into how translation tasks can be structured to optimize critical thinking outcomes.

In addition to educational applications, this study opens pathways for further research. The moderate strength of the correlation indicates that other variables, such as language proficiency, cultural background, or previous educational experiences, might influence the relationship between translation and critical thinking. Investigating these factors could provide a more comprehensive understanding of the dynamics at play.

In conclusion, this study highlights a significant, positive relationship between Translation Scores and Critical Thinking Scores, illustrating how the skills required for translation align with and potentially enhance critical thinking. These insights not only contribute to the theoretical understanding of the link between language-related skills and cognitive abilities but also offer practical guidance for educators seeking to develop both competencies in their students.

Discussion

The findings of this study underscore the pivotal role of Critical Thinking Skills (CTS) in the translation process, aligning with previous research that emphasizes the cognitive and analytical demands of translation (Saud, 2020). This result reinforces the necessity of integrating CTS into translation pedagogy, particularly through problem-solving activities and reflective practices. Translation is inherently a multifaceted process that requires not only linguistic proficiency but also cognitive, cultural, and analytical competencies. As Heidari Tabrizi and Mair (2025) noted, translation involves navigating between at least two languages and cultural frameworks, making critical thinking indispensable for achieving effective and contextually appropriate communication.

Al-Tarawneh et al. (2024) highlighted that translation, like other professional capacities, demands a combination of innate abilities, theoretical knowledge, and practical training. The present findings affirm this view, suggesting that CTS significantly enhances a translator's ability to analyze, evaluate, and synthesize information during the translation process. Hu et al. (2021) argued that theoretical and practical knowledge alone are inadequate for preparing students to navigate the complexities of translation. They highlighted that cognitive skills, including planning, self-regulation, and problem-solving, are essential for building translation competence.

The strong correlation observed between translation skills and CTS, as evidenced by the analysis of data in Table 2, confirms that proficient translators are also adept critical thinkers. This insight carries profound pedagogical implications, particularly

for curriculum designers, educators, and learners in the field of translation studies. The findings suggest that fostering CTS can lead to improved classroom engagement and academic performance, echoing Dewey's assertion that critical thinking enhances rational decision-making and problem-solving abilities (Thomassen & Jørgensen, 2021).

From a practical standpoint, this study highlights the importance of creating learning environments that prioritize autonomous learning, active engagement, and reflective practices. For example, task-based activities, as suggested by Li (2024), can provide learners with opportunities to develop CTS alongside their linguistic and cultural competencies. Such activities encourage students to critically analyze source texts, evaluate potential translation strategies, and reflect on the cultural nuances that shape meaning.

This study contributes to the growing body of literature on the intersection of CTS and translation by offering empirical evidence of their correlation. Its findings advocate for a shift in translation education towards a more holistic approach that integrates CTS development as a core component. By demonstrating the critical role of CTS in translation, this research provides actionable insights for educators and curriculum developers to design more effective instructional strategies (Huang & Kuang, 2024).

Moreover, this study bridges a gap in understanding the cognitive dimensions of translation and their pedagogical implications, particularly in the context of EFL learners. It reinforces the need for a balanced emphasis on theoretical knowledge, practical skills, and mental competencies in translation training programs. The results also underscore the broader relevance of CTS in fostering lifelong learning and adaptability, skills that are increasingly essential in the dynamic and globalized landscape of the 21st century (Nopas, 2025).

The findings of this study support a shift in translation education, emphasizing the need to not only equip students with linguistic and technical skills but also foster their critical thinking abilities. This approach enables educators to better prepare students to navigate the complexities of translation and make meaningful contributions to their professional and academic endeavors.

Conclusion

The study has investigated the relationship between critical thinking skills (CTS) and the ability of EFL students to translate news texts. The results revealed a significant correlation, demonstrating that students with stronger critical thinking abilities performed better in translating complex texts. This suggests that critical thinkers possess the analytical and problem-solving skills necessary to navigate the linguistic and contextual challenges of translation, particularly in news articles, which often require a nuanced understanding and precise expression. These findings carry important implications for translator education. They highlight the need to integrate critical thinking instruction into translation training programs. By doing so, educators can better prepare students to handle the complexities of translation tasks.

Building on these findings, there are several directions for future studies to consider. First, future researchers could explore whether the relationship between CTS and translation performance holds true across different types of texts, such as literary works, technical documents, or legal texts. This would help determine whether certain genres demand more critical thinking than others. Second, longitudinal studies could provide valuable insights into how the development of CTS over time influences translation proficiency. Such research would reveal whether consistent practice and instruction in critical thinking lead to sustained improvements in translation skills. Additionally, cross-cultural studies could examine how educational and cultural contexts impact the relationship between CTS and translation. For instance, do

students from different cultural backgrounds approach critical thinking and translation differently? This line of inquiry could uncover valuable insights for tailoring translation education to diverse learner needs. Intervention-based studies could also prove beneficial for further studies.

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