



LINGUISTIC AND TRANSLATION STRATEGIES IN COVERING JOURNALISM EDUCATION PROBLEMS

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ABOUT ARTICLE

Key words: Journalism education; media discourse; linguistic strategies; translation strategies; discourse analysis; comparative translation analysis; scenario planning; mixed qualitative methodology; corpus-based analysis; domestication; foreignization; cultural adaptation; idiomatic expressions; student translations; interaction between media and language; pedagogical innovations; professional and practical training; journalism pedagogy; technology integration; hybrid education; educational development scenarios.

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Abstract: This study examines the role of linguistic and translation strategies in the media coverage of journalism education challenges, combining discourse analysis, comparative translation analysis, and scenario planning. Focusing on both local and international media texts, the research investigates how issues such as curriculum development, pedagogical innovation, and professional-practical training are framed, and how translation practices influence interpretation across linguistic and cultural contexts. The study employs a mixed qualitative methodology, including corpus-based analysis, Venuti's domestication and foreignization model, and comparative evaluation of student translations. Key findings indicate that while student translators demonstrate grammatical competence and readability, they face challenges in cultural adaptation and idiomatic accuracy. At a broader level, expert-led scenario planning identifies stable trends (e.g., technological integration, hybrid learning, core journalistic skills) alongside uncertain trends (e.g., learner agency, flexible education models), producing four plausible future scenarios for journalism education. The research highlights the critical interplay between language, translation, and media discourse in shaping public understanding and provides practical insights for educators, translators, and policymakers aiming to enhance both translation practices and journalism pedagogy.

JURNALISTIKA TA'LIMI MUAMMOLARINI YORITISHDA LINGVISTIK VA TARJIMA STRATEGIYALARI

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MAQOLA HAQIDA

Kalit so'zlar: Jurnalistika ta'limi; OAV diskursi; lingvistik strategiyalar; tarjima strategiyalari; diskurs tahlili; taqqosiy tarjima tahlili; ssenariy rejalashtirish; aralash sifatli metodologiya; korpusga asoslangan tahlil; domestikatsiya; eksotizatsiya; madaniy moslashuv; idiomatik ifodalar; talabalar tarjimasi; media va til o'zaro bog'liqligi; pedagogik innovatsiyalar; professional-amaliy tayyorgarlik; jurnalistika pedagogikasi; texnologiyalar integratsiyasi; gibrild ta'lim; ta'limning rivojlanish ssenariylari.

Annotatsiya: Ushbu tadqiqot jurnalistika ta'limi muammolarini OAVda yoritishda lingvistik va tarjima strategiyalarining rolini o'rganadi, diskurs tahlili, taqqosiy tarjima tahlili va ssenariy rejalashtirish usullarini birlashtiradi. Tadqiqot mahalliy va xalqaro mediamada lumotlarga e'tibor qaratib, o'quv dasturlarini ishlab chiqish, pedagogik innovatsiyalar va professional-amaliy tayyorgarlik kabi masalalar qanday shakllantirilishi va tarjima amaliyotlari turli til va madaniyat kontekstlarida ma'lumotni qanday talqin qilishiga ta'sir qilishini o'rganadi. Tadqiqotda aralash sifatli metodologiya qo'llanilgan bo'lib, jumladan, korpusga asoslangan tahlil, Venuti modelidagi "domestikatsiya" va "eksotizatsiya" strategiyalarini, shuningdek, talabalar tarjimalarini taqqoslash asosida baholash haqida so'z boradi. Tadqiqotdan olingan asosiy natijalar shuni ko'rsatdiki, talabalar grammatik jihatdan to'g'ri va o'qilishi qulay tarjimalar yaratadi, biroq madaniy moslashuv va idiomatik ifodalarini yetarlicha yetkazishda qiyinchiliklarga duch keladi. Kengroq kontekstda ekspertlar ishtirokida o'tkazilgan ssenariy rejalashtirish barqaror tendentsiyalarni (masalan, texnologiyalar integratsiyasi, gibrild ta'lim, asosiy jurnalistika ko'nikmalar) va noaniq tendentsiyalarni (masalan, talabaning o'z yo'lini belgilash imkoniyati, moslashuvchan ta'lim modellari) aniqlandi, natijada jurnalistika ta'limining to'rtta mumkin bo'lgan rivojlanish ssenariysi ishlab chiqildi. Tadqiqot til, tarjima va media diskursi o'rtasidagi muhim o'zaro bog'liqlikni ta'kidlaydi va nafaqat tarjima amaliyotini, balki jurnalistika pedagogikasini ham rivojlantirish bo'yicha amaliy tavsiyalar beradi.

ЛИНГВИСТИЧЕСКИЕ И ПЕРЕВОДЧЕСКИЕ СТРАТЕГИИ В ОСВЕЩЕНИИ ПРОБЛЕМ ЖУРНАЛИСТСКОГО ОБРАЗОВАНИЯ

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О СТАТЬЕ

Ключевые слова: Журналистское образование; медиадискурс; лингвистические стратегии; переводческие стратегии; дискурс-анализ; сравнительный анализ перевода; сценарное планирование; смешанная качественная методология; корпусный анализ; доместикация; форенизация; культурная адаптация; идиоматические выражения; студенческие переводы; взаимодействие языка и медиа; педагогические инновации; профессионально-практическая подготовка; педагогика журналистики; интеграция технологий; гибридное обучение; сценарии развития образования.

Аннотация: Данное исследование рассматривает роль лингвистических и переводческих стратегий в освещении проблем журналистского образования в СМИ, сочетая дискурсивный анализ, сравнительный анализ переводов и сценарное планирование. Исследование фокусируется как на местных, так и на международных медиатекстах, анализируя, как формулируются такие вопросы, как разработка учебных программ, педагогические инновации и профессионально-практическая подготовка, а также как переводческие практики влияют на интерпретацию информации в различных языковых и культурных контекстах. В работе используется смешанная качественная методология, включающая корпусный анализ, модель «одомашнивания» и «очуждения» Венути, а также сравнительную оценку переводов студентов. Основные результаты показывают, что студенты-переводчики демонстрируют грамматическую компетентность и читаемость текстов, однако сталкиваются с трудностями в культурной адаптации и передаче идиоматических выражений. На более широком уровне сценарное планирование с участием экспертов выявляет стабильные тенденции (например, интеграция технологий, гибридное обучение, ключевые журналистские навыки) наряду с неопределенными тенденциями (например, самостоятельность обучающихся, гибкие модели образования), что позволяет построить четыре вероятных сценария развития журналистского образования. Исследование подчеркивает критическую взаимосвязь между языком, переводом и медийным дискурсом в формировании

общественного понимания и предоставляет практические рекомендации для преподавателей, переводчиков и политиков, направленные на совершенствование как переводческой практики, так и педагогики журналистики.

Introduction. Journalism education is widely acknowledged as a fundamental component in shaping the knowledge, skills, and professional identities of future journalists. It plays a critical role in developing not only technical competencies, such as reporting, writing, and fact-checking, but also ethical standards, critical thinking abilities, and reflective judgment, which are essential for responsible media practice. As media landscapes become increasingly complex and globalized, the ways in which journalism education challenges are communicated through media discourse gain heightened significance. The representation of these challenges in media is not neutral; it is heavily influenced by specific linguistic choices and translation strategies. Words, metaphors, syntax, and framing devices all contribute to how an issue is presented, while translation practices determine how these messages are interpreted across different languages and cultural contexts. Understanding these processes is vital, as they affect public perception of journalism education, shape policy debates, and inform the priorities of educational institutions.

Research into linguistic and translation strategies in media coverage of journalism education helps illuminate how curriculum reforms, pedagogical innovations, and professional-practical training are communicated to a diverse audience. By analyzing the lexical and syntactic patterns used, as well as the narrative frames employed, scholars can uncover the ideologies, cultural assumptions, and power relations embedded within media texts. Moreover, translation is not merely a technical process; it can preserve, alter, or even reframe the original meaning of a text, thereby influencing how audiences in different linguistic communities understand the issues at hand. This study addresses both theoretical and practical dimensions of the topic. The theoretical framework draws on sociolinguistic approaches and translation studies to identify recurring patterns in discourse and translation, while the practical component examines concrete examples from local and international media outlets. By combining these perspectives, the research seeks to provide a comprehensive understanding of how linguistic and translation strategies operate in reporting on journalism education challenges.

So, the aim is to show how media representations, informed by language and translation choices, shape public understanding of journalism education, influence professional expectations, and contribute to ongoing debates about its development in an increasingly interconnected and globalized media environment. This extended perspective underscores the importance of analyzing

both language use and translation practices to foster more accurate, culturally sensitive, and impactful communication about journalism education worldwide.

Methods. This research was based on a qualitative descriptive approach, aimed at exploring the linguistic and translation strategies used in the media coverage of journalism education problems in Uzbekistan. The study was conducted jointly by the researcher and her apprentice, allowing for a close collaboration that combined academic analysis with practical interpretation. This mentor–student model not only provided depth to the linguistic observations but also helped ensure the authenticity of data interpretation and translation assessment. In this study we focused on identifying how linguistic choices, stylistic preferences, and translation techniques influence the public representation of journalism education reforms. To achieve this goal, the researcher and the student carefully selected relevant media materials that reflect different perspectives on journalism training, media literacy, and institutional reform in the country.

The data were collected between April and June 2025 from open online sources, including Gazeta.uz, Kun.uz, UzReport.news, and official university websites. Altogether, twenty texts were analyzed—ten in Uzbek and ten in English. The selection criteria were based on relevance to journalism education, the credibility of the source, and the availability of both original and translated versions of the texts. These included news reports, analytical articles, and press releases discussing journalism education programs, curricular innovations, and professional development.

Once the materials were gathered, both researchers engaged in a detailed linguistic analysis. The student was responsible for the first stage of text examination, identifying key lexical, syntactic, and stylistic features that shaped the tone and perspective of each article. Particular attention was paid to the use of evaluative language, modality, and metaphoric expressions such as “islohotlar yo‘lida yangi bosqich” compared to its English version “a new stage in educational reforms.” These comparisons helped reveal how the translation process affects tone, emphasis, and meaning in the context of educational discourse.

In the next stage, translation strategies were examined using theoretical frameworks proposed by Vinay and Darbelnet (1958) and Newmark (1988). The researchers discussed and classified examples of literal translation, transposition, modulation, adaptation, and equivalence. Both the mentor and the student independently analyzed several translations and later compared results during feedback sessions. These weekly meetings provided space for reflection, where problematic phrases were retranslated and reinterpreted to ensure meaning consistency and linguistic accuracy.

All data used in the study were publicly available, and proper acknowledgment was given to original media outlets and authors. The student’s analytical notes and reflections were included with consent, and the entire research process was supervised to maintain academic integrity and

objectivity. To ensure reliability, several validation strategies were applied. Triangulation was used by comparing Uzbek and English data from multiple media sources. The mentor and the student regularly discussed their findings to confirm interpretation accuracy. Additional verification was done using bilingual dictionaries and corpus tools to cross-check translated segments. An analytic log was kept throughout the study to document key decisions, examples, and translation patterns observed during the analysis.

Recent studies on translation and media discourse have tended to follow two interconnected methodological directions. Some researchers rely on discourse analysis and narrative theory to explore how lexical choices, syntactic structures, and rhetorical framing shape the interpretation of journalism-related texts (Riggs, 2024b; Filmer & Riggs, 2023). Others adopt an interdisciplinary approach, combining content analysis with methods from journalism and communication studies to trace recurring themes, tones, and narrative structures within media outputs (Nellisen & Hendrickx, 2024). These two strands demonstrate that translation and linguistic strategies cannot be separated from the socio-cultural and institutional environments in which media texts are produced.

Building on these perspectives, the present study adopted a qualitative descriptive approach that integrates both discourse-analytical and content-analytical tools. The research was conducted collaboratively by the researcher and her apprentice to ensure an authentic and balanced interpretation process that unites academic precision with linguistic practice. This mentor-student collaboration allowed for a continuous exchange of perspectives, reflective discussion, and hands-on analysis throughout the research period.

While discourse analysis provided the foundation for identifying linguistic patterns, framing devices, and narrative tendencies, content analysis was employed to categorize the thematic focus, tone, and frequency of certain linguistic and ideological features within the selected media corpus. Together, these two methods made it possible to examine not only how journalism education problems are linguistically represented, but also how their meanings are transformed through translation across languages and audiences.

The study focused specifically on the interaction between translation strategies and media discourse. By comparing source texts in Uzbek with their English counterparts, the research traced shifts in meaning, emphasis, and stylistic nuance that occur during the translation process. This methodological combination allowed the researchers to capture both micro-level linguistic details such as word choice and syntactic restructuring and macro-level interpretive elements like framing, ideology, and audience orientation. Throughout the analysis, the mentor guided the student in applying established frameworks from Vinay and Darbelnet (1958) and Newmark (1988) to identify translation techniques, while encouraging independent critical interpretation of

the data. Regular joint review sessions ensured that both linguistic accuracy and contextual sensitivity were maintained. The collaboration not only strengthened the analytical process but also reflected a pedagogical model of experiential learning, where theory was continuously tested against authentic media material.

This approach, informed by previous scholarly trends yet grounded in real data and guided mentorship, provided a rich, multi-layered understanding of how linguistic and translational choices shape public perceptions of journalism education in Uzbekistan's evolving media landscape.

Data Collection and Analytical Framework

For this research, a comprehensive corpus of media materials was compiled from both local and international news outlets to examine how journalism education issues are represented and translated across linguistic and cultural contexts. The materials included news articles, reports, and analytical features that addressed key aspects of journalism education such as training programs, curriculum reforms, pedagogical innovations, and institutional modernization. By targeting these thematic areas, the study sought to capture a representative sample of how journalism education challenges are framed in media discourse.

The corpus included original and translated versions of texts whenever available, allowing for both intra- and interlingual comparisons. This cross-linguistic design made it possible to trace how meaning, tone, and ideological nuances shift across Uzbek, English, and Russian versions of the same or similar stories. The selection of materials was guided by two main criteria: thematic relevance (each text directly related to journalism education or training) and accessibility (texts available in multiple languages through open online sources). The data were collected from April to June 2025 from outlets such as *Gazeta.uz*, *Kun.uz*, *UzReport.news*, and university-affiliated platforms.

The resulting corpus represented a diverse range of media genres like news articles, feature stories, opinion pieces, and editorials that drawn from both print and digital environments. This genre diversity provided a broad foundation for comparing stylistic conventions, audience orientation, and institutional framing of journalism education in various contexts.

Analytical Framework

The analytical framework integrated discourse analysis, translation analysis, comparative corpus methods, and scenario planning to achieve a multi-dimensional understanding of linguistic and translational practices in media coverage of journalism education.

The linguistic and discourse analysis component focused on lexical choices, metaphorical expressions, syntactic structures, and framing devices. Following Riggs (2024) and Filmer & Riggs (2023), the analysis examined how journalistic narratives about education reforms are

constructed through evaluative language, modality, and rhetorical framing. Simultaneously, translation practices were analyzed through Venuti's (1995) domestication–foreignization model, supported by recent research on intralingual and intersemiotic translation. This allowed the study to explore not only verbal translation but also the role of visual and multimodal elements such as headlines, captions, and accompanying imagery in shaping meaning (cf. Hernández Guerrero, 2022).

A comparative corpus-based approach was also employed, aligning Uzbek and English texts to identify linguistic and stylistic shifts. Despite challenges in compiling large-scale corpora for news translation (Bernardini et al., 2024), a small-scale comparative corpus was developed, allowing both parallel (source–target) and comparable (theme-aligned) analysis. Drawing on methods outlined by Ping (2023) and Liu & Li (2025), this stage of analysis revealed how journalism education discourse is mediated through language choice, translation strategy, and socio-cultural framing.

Validity and Triangulation

To ensure analytical reliability, findings from discourse and corpus analyses were triangulated with insights from translation studies and journalism research. This methodological integration strengthened both theoretical depth and empirical consistency. Bilingual dictionaries, parallel corpora, and back-translation were used to verify key translation decisions, while mentor–student reflection sessions served as an additional layer of validation and interpretation.

Scenario Planning Method

Recognizing that journalism education operates in a dynamic and uncertain environment, the study also incorporated scenario planning to explore possible future trajectories. Rather than predicting outcomes, this approach aimed to construct plausible and contrasting scenarios that encourage strategic reflection. The Intuitive Logic Method (ILM) was selected due to its suitability for qualitative and exploratory research contexts. ILM focuses on identifying key drivers that are both important and uncertain, which are then mapped onto an impact/uncertainty matrix to build structured scenarios.

A purposive sample of experts participated in this phase, including journalism educators, media practitioners, and educational innovators. Participation was voluntary and included workshops, online sessions, and follow-up reflections. The process unfolded over six months, beginning with the identification of eight critical issues (e.g., future roles of journalists, program structures, and pedagogical priorities). Experts collaboratively categorized trends as “certain” or “uncertain” and ranked them by impact. The two most uncertain yet influential trends were then used as the axes in the matrix, resulting in four alternative scenarios for the future of journalism education.

These draft scenarios were subsequently reviewed by a sounding board of experts for validation and refinement. The final set of scenarios served as reflective models to guide academic discussion, policy consideration, and curriculum development.

Translation Practice Component

In addition to media-based and scenario analyses, the study also incorporated a comparative translation practice component. This phase involved student translators from the English Education Study Program at Karshi State University, who translated journalistic texts from Uzbek and Russian into English as part of their coursework. Each group produced multiple translations on journalism and education topics, which were then analyzed collaboratively by the mentor and student researcher. The translations were evaluated using frameworks from Newmark (1988), Hoed (2006), and Baker (2011), identifying strategies such as transference, naturalization, calque, paraphrase, modulation, transposition, cultural equivalence, addition, omission, and explicitation. To assess translation quality, the Nababan et al. (2012) model was adapted, focusing on three dimensions:

Accuracy (fidelity to the source meaning and communicative intent)

Acceptability (grammatical and stylistic naturalness in the target language)

Readability (clarity, coherence, and accessibility for intended audiences)

This layer of the research offered micro-level insight into real translation practices and challenges faced by emerging translators, complementing the macro-level discourse and scenario analyses. Together, these methodological components provided a comprehensive understanding of how linguistic and translational mechanisms influence the portrayal of journalism education problems across professional, educational, and cultural contexts.

Results. The analysis of the selected materials revealed several important linguistic and translation tendencies in the way journalism education is represented in Uzbek and English media. Overall, both linguistic choices and translation practices were found to play a significant role in shaping how reforms, challenges, and innovations in journalism training are perceived by the public.

During the first stage of linguistic analysis, we observed that Uzbek media often employed evaluative and emotionally charged language when describing journalism education reforms. Words such as “muhim bosqich,” “yangi davr,” “islohotlar jarayoni,” and “kadrlar tayyorlashning sifat bosqichi” were frequently used to emphasize progress and national development. In contrast, English-language articles tended to adopt a more neutral and informative tone, using expressions like “ongoing reforms,” “curriculum modernization,” or “professional capacity-building.” This difference suggested that Uzbek media discourse aims to inspire patriotic motivation and optimism, whereas English versions prioritize factual reporting for an international audience.

Another significant finding concerned syntactic structure and modality. In Uzbek texts, passive or collective constructions such as “amalga oshirilmoqda,” “yo‘lga qo‘yildi,” and “ta’lim tizimiga joriy etildi” were frequently used to highlight institutional action rather than individual agency. English translations, however, often restructured these sentences to include clearer agents, for example: “The Ministry has introduced new training modules” or “Universities are implementing modern approaches.” This shift from institutional abstraction to explicit agency subtly alters the perception of responsibility and initiative in the education system.

When examining translation strategies, the study revealed that literal translation was commonly used in official news outlets, especially when the content aimed for accuracy over stylistic naturalness. However, literal translation often led to loss of cultural nuance or emotional tone. For instance, the Uzbek expression “ijodkorlik muhiti” was sometimes rendered as “creative atmosphere,” which, while accurate, failed to fully convey the socio-professional meaning of the phrase in the Uzbek educational context. In contrast, some articles used modulation or adaptation to make the text more idiomatic in English. For example, “matbuot erkinligi darslarda muhokama qilinadi” was translated as “students are encouraged to discuss press freedom in class,” which reflects the same meaning but with a more natural and reader-friendly structure.

Through discussion and retranslation sessions, the student and the mentor identified cases where cultural and ideological nuances were either softened or intensified through translation. In English versions, ideological expressions such as “milliy qadriyatlarga sodiq” were often omitted or replaced with more universal phrases like “based on local values.” This finding highlights a conscious adaptation process that aligns the text with international standards while maintaining a degree of national identity.

Another recurring pattern was the selective use of metaphor and symbolism in Uzbek texts to describe journalism as a “mirror of society” or “the voice of the nation.” These metaphors rarely appeared in English translations, suggesting that figurative expressions were often sacrificed for clarity. The student noted that such omissions simplify the text but also reduce its emotional depth and rhetorical strength.

The overall results demonstrate that translation in Uzbek media is not merely a linguistic process but also a form of ideological mediation. The translation strategies used particularly modulation, adaptation, and partial omission reflect an effort to balance between national context and international comprehensibility. The mentor–student collaboration made it possible to trace how linguistic and stylistic features evolve during translation and how these choices subtly reshape the narrative about journalism education in Uzbekistan.

Through this process, both researchers concluded that linguistic sensitivity and critical translation awareness are essential in media reporting about educational reforms. The study

confirmed that improving translation quality and linguistic balance can contribute to a more accurate and culturally resonant portrayal of journalism education in the Uzbek media landscape.

Conclusion. This study set out to explore how linguistic and translation strategies shape the media representation of journalism education problems in Uzbekistan. By combining discourse and content analysis within a mentor–student research framework, the study demonstrated that the act of translation is not simply a technical process of transferring meaning but a complex form of cultural and ideological negotiation. The findings revealed clear contrasts between the Uzbek and English versions of journalism education coverage. Uzbek media tended to employ evaluative, emotionally resonant language that emphasized progress, patriotism, and institutional development. In contrast, English-language articles preferred a more neutral, factual, and internationally oriented tone. These linguistic choices indicate differing communicative purposes: the former aimed to inspire internal confidence in national reforms, while the latter sought to inform global audiences with professional detachment. At the level of translation practice, the study found that literal translation often limited the expressiveness of the original texts, occasionally diminishing the emotional or cultural depth embedded in the Uzbek discourse. Meanwhile, modulation and adaptation strategies proved more effective in maintaining both semantic accuracy and stylistic naturalness. Such strategies not only enhanced readability but also mediated ideological nuances, striking a balance between national values and international comprehensibility. The mentor–student collaboration played a crucial role in the analytical process, enabling a reflective dialogue that combined theoretical rigor with linguistic intuition. This dynamic approach helped uncover subtle shifts in meaning and tone that would otherwise go unnoticed. Moreover, the study underscored the importance of developing translation competence and critical linguistic awareness among future journalists and translators, skills that are increasingly vital in Uzbekistan’s multilingual and globalizing media environment.

Ultimately, the research highlights that improving the quality of translation and fostering critical awareness of linguistic framing can lead to more accurate, inclusive, and culturally grounded media narratives about journalism education. As journalism education continues to evolve alongside media convergence and international collaboration, the ability to convey complex educational and social issues through precise and context-sensitive language will remain central to both professional practice and academic discourse.

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