Developing Transcreation Skills in Translation Studies: Training University Lectures to Address Demands for Creative Translation

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Abstract

The relevance of transcreation skills goes beyond mere translation strategy to a more sought-after service, that help equip translators with relevant employability skills. Nevertheless, the concern for the high demands of translators who possess these skills calls for a thorough training of future translators to acquire these skills. On the other hand, this will be possible if translator educators are already equipped with these skills. As such, this study aims to explore how translation educators, specifically, university lecturers can be prepared to effectively address the growing need for transcreation skills. The research further explores practical techniques and approaches aimed at teaching instructors to successfully impart transcreation abilities and adequately equip students for employment in creative translation. In order to achieve the objective of this research, a quantitative research methodology was adopted, and an online research questionnaire was also utilized. Moreover, a total of ninety-seven (97) study participants were included in the online survey to express their perspectives on how the university lecturers can be trained to address demands for creative translation. The participants' replies, which constitute the primary dataset for this study, were presented and subjected to thorough analysis. Additionally, these replies provided additional clarification on the two fundamental study hypotheses. The study results highlighted several fundamental elements connected with transcreation skills, including bilingual proficiency, creative writing, cultural sensitivity, and multimedia proficiency. Based on the analyzed data, the research revealed that adoption of practical strategies and methodologies such as professional development, inclusion of transcreation projects in translation training module, collaboration with industry experts, and technology integration helps to train translation educators to effectively teach transcreation skills. The study, however, recommends combination of these identified strategies for effective training of university lecturers.

Keywords: Transcreation, Transcreation Skills, University Lecturers, Creative Translation, Translation Industry, Translation Training.

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1. Introduction

Transcreation is an important concept in the translation industry which focuses on the creative aspect of translation. However, different scholars (Gaballo, 2012; Katan, 2016; Pedersen, 2015) both from the media and entertainment industry and language studies have provided divergent views on the definition and historical background of this concept.

Transcreation can be defined as a linguistic process that involves the translation, adaptation, and (re)creation of various elements inside a text, whether within the same language (intralingual) or across other languages (interlingual), (Díaz-Millón ,2022). According to Martín (2020), the notion of transcreation entails a significant departure from conventional approaches to translation. In other words, the process entails maintaining the fundamental nature of the original message while including elements of inventiveness, cultural awareness, and emotional resonance. The process of transcreation goes beyond a simple linguistic translation and can be considered as an artistic endeavor that connects with audiences on a profound emotional and cultural level. This practice frequently incorporates local idioms, metaphors, and cultural references, gaining inspiration from the rich cultural heritage of a particular region.

In the contemporary context of a highly interconnected global economy, various sectors like business, advertising, literature, and entertainment have progressively acknowledged the profound impact of transcreation. Professionals are sought for their ability to adeptly negotiate the intricacies of language and culture in order to create messages that not only effectively communicate information, but also elicit strong emotional responses and make genuine connections with various audiences. As such, Carreira (2021), referred transcreation as an added value services to the translation industry.

On the other, transcreation practice involves the possession of relevant skills. These skills include, linguistic proficiency, creativity, cultural sensitivity, collaboration, ethical intelligence, among others. Nonetheless, the knowledge of these skills enables translators to effectively capture the underlying message in the source text during translation process. Additionally, since transcreation has gained a momentum both in translation and other related industries, it is therefore necessary that translation students are equipped with transcreation skills that will enable them travail in translation market industry.

2. Literature Review

This section reviews related works on transcreation by different scholars over the years. However, these works range from accounts of scholars on the history of transcreation in translation studies to overall distinction between this practice and localization (similar translation practice).

2.1. Historical Overview of Transcreation Practice

Presently, transcreation is a rapidly developing subfield within the larger discipline of translation studies, focusing on maintaining the content's emotional effect, style, and cultural relevance while adapting it for varied audiences. This novel method to translation goes beyond the

limitations of simple language conversion. Nevertheless, Carreira (2020), maintained that the origin of the word, "transcreation" has not been attributed to a single temporal or geographical origin, but has instead been employed in several situations and for various objectives over the course of the past six decades. However, Martín (2020) and some other scholars believe that the term was first coined in the field of literary translation (Gaballo 2012; Pedersen 2015), while others claim it was created with-in the translation of videogames (Risku et al., 2017), and then adopted by marketers and experts in international advertising to distinguish their particular field of expertise from that of standard translation (Moron & Calvo, 2018).

Despite the controversy surrounding the origin of the transcreation, Lim (2021) maintained that the said term started to gain prominence throughout the 19th and 20th centuries due to the recognition of cultural adaptation in the domain of literary translation. More so, the concept of transcreation was finally recognized as a prominent translation practice around the mid-20th century due to trends such as technology and globalization, in the translation industry, Carreira, (2020). Following these trends in the translation industry, transcreation further emerged as a distinct profession within marketing and advertising industry. Morón & Calvo (2018), claimed that transcreation found its way to such industry because of the growth of global marketplaces and the need for multinational firms to effectively engage with varied consumers.

With the dynamic nature of the translation industry, transcreation agencies and professionals are now active in several sectors, including marketing, advertising, literature, and entertainment. These individuals possess a combination of language expertise, cultural awareness, creative skills, and marketing knowledge to guarantee that the material retains its emotional effectiveness, stylistic qualities, and ability to connect with intended audiences worldwide.

2.2. Transcreation as a Translation Strategy

Several authors (Darwish, 2022; Daken, 2021; Rodriguez et al., 2020) have acknowledged that transcreation goes beyond traditional language translation; which only focuses of accuracy of the reproduced source content. Transcreation, often known as creative translation as a translation strategy, prioritizes maintaining the original work's emotional effect, cultural relevance, and expressiveness rather than its literal translation, (Carreira, 2021). Transcreation as a strategy in translation is seen as a method that is used in many inter-semiotic transmission modalities, including audiovisual translation and videogame localization, (HadjiKoteva, 2019; Llacer, 2014, Samorodova et al., 2022). However, Nyberg (2023), classified transcreation as a subtype of semantic translation which focuses on how the meaning of the source language is conveyed during translation. On the other hand, Zhu et al. (2021) viewed the said term as a specialized approach in translation used in marketing, advertising, and creative content. However, the study further highlighted that transcreation encompasses the combination of translation and content creation. While traditional translation focuses more on rendering the exact message from the source language to the target language. Content creation involves the generation or creation of relevant materials in order to engage or entertain a targeted audience. Nonetheless, transcreation practice is achieved when content creation is included during translation process, (Zhu et al., 2021).

With this definition, it can be said that various skills or elements are combined while using transcreation as a translation approach. However, Gaballo (2012) identified four essential elements: fluency, flexibility, originality, and elaboration. While fluency refers to the capacity to generate ideas and provide appropriate responses; flexibility involves the ability to adapt and reframe perspectives; originality entails the generation of novel and unique ideas and elaboration pertains to the ability to expand and develop ideas further. From the functionalist perspective, Morón & Calvo (2018) identified 'creative brief' as an essential element in the transcreation practice. By creative brief, the study maintained that in this type of translation, translators offer a creative brief form to their client; wherein the clients provide specification on how they want their source text to be worked upon.

Relevant studies such as Gaballo (2012) and Pedersen (2014, 2016) have analyzed and categorized various transcreation strategies. However, according to Gaballo (2012), D. Pedersen (2014, 2016) identified target-oriented strategies, Nida's dynamic equivalence, and the functionalist approach as transcreation strategies. On the other hand, Wu (2019) argued that cultural characteristics are very important when selecting the type of transcreation tactics. According to the scholarly work, the cultural context is an essential consideration in translation because transcreation is not limited to the mere translation of text. In line with the findings of Morón & Calvo (2018), various translation procedures have the potential to be used in the context of transcreation to get the intended convincing outcomes. Meanwhile, multiple researchers have put forward numerous taxonomies of translation procedures according to cultural characteristics (Pedersen, 2015). Dybiec-Gaffer et al. (2020) delineated the meta-model by outlining several translation processes, which include generalization, deletion, and distortion. Babic (2023) expanded upon Katan's metamodel by providing a more comprehensive explanation of three distinct tactics used in text distortion: expansion, replacement, and reframing.

2.3.   Transcreation in the Translation Industry: Preparing Translators for Future Work

Since transcreation has emerged as a notable in-demand practice in the translation industry, it is necessary that students who are currently studying translation are exposed to the intricacies of this translation approach. According to Díaz-Millón et al. (2022), since transcreation practice extends to other specialized areas, such as marketing, communication, and advertising, it necessary that translation students are trained to acquire skills in these areas. Carreira (2021), claimed that transcreation training is a helpful strategy for enhancing the employability and competitiveness of translation students in the language services sector.

For this purpose, several measures have been taken to trained translation students to acquire this skill. One of these measures is the inclusion of 'TeCreaTe' project in their translation curriculum. However, TeCreaTe is a project, purely initiated for translation education purposes, (Morón & Calvo,2018). Nevertheless, the initiative aims to include transcreation abilities into an environment for undergraduate translation education. At the state-funded Universidad Pablo de Olavide in Seville (UPO, Spain), a group of translator trainers and their final-year students created and developed the initiative in 2016. However, Martín (2020) summarized the aim of this project as under:

i) Use of various tasks in the development of transcreation projects. Here, students are provided with non-translated material along with a transcreation brief, to generate trans created deliverables based on the provided information.

ii) Facilitating round table discussions with transcreation specialists to provide students and educators with a direct learning opportunity from these esteemed professionals.

iii) The incorporation of transcreation abilities into translator training programs and providing students with information on employment opportunities and further training options related to transcreation.

iv) Developing and testing brief-based evaluation instruments for transcreation procedures.

Another measure for training translation students on transcreation is a project called 'The Girl Up Project' as indicated by Carreira (2021). Meanwhile, this project is an educational program designed to enhance the transcreation abilities of undergraduate students. This event occurred during the academic year of 2020-2021. The project is an integral component of the course titled "Specialized Translation: English C Language" and has a teaching load of 6 ECTS. According to Carreira (2021), the course is structured into four distinct modules, namely Legal Translation, Sworn Translation, Commercial and Economic Translation, and Transcreation. It is specifically designed to be delivered during the last year of the 4-year Bachelor of Arts program in Translation and Interpreting Studies at Pablo de Olavide University, located in Seville, Spain.

2.4. Gap in the Literature

Several researchers have looked into the concept of transcreation: both as a translation approach and as a creative approach of creative content in the media and entertainment industry. However, a greater percentage of these studies focused more on transcreation as a translation approach. These studies anchored their research objectives on the intricacies of transcreation such as the strategies that are involved in this translation approach and skills that are required to carry out transcreation translation. Despite these arrays of literature, there is less focus of the perspectives of translation educators; specifically, the university lecturers on can be prepared to effectively address the growing need for transcreation skills. Hence, this research strives to explore practical techniques and approaches aimed at teaching instructors to successfully impart transcreation abilities and adequately equip students for employment in creative translation.

3. Research Hypotheses

The following research hypotheses were developed to guide the main objective of this research.

A. Effective training programs improves translation instructors' transcreation abilities.

B. Lecturers with professional experience in creative translation and transcreation demonstrate more proficiency and effectiveness in teaching students compared to those with just academic qualifications.

4. Research Methodology

A. Study Approaches

The research employed a quantitative research methodology. However, this methodology is characterized with a large numerical research data. The said data are scrutinized using a statistical technique to understand a phenomenon. With this approach, this research aims to explore the viewpoint of the university lectures in the field of translation studies, and on transcreation training of translation educators.

B. Study Sample

The participants for this current research include ninety-seven (97) university lecturers. However, the participants were picked in a random manner from various locations to ensure a more comprehensive representation of appropriate university lecturers. In addition, the study participants were enlisted through diverse digital platforms, including online forums. Nevertheless, it was observed that there is a disparity in the given demographic information such as age, educational background, years of experience and gender of the research participants. On the other hand, ethical consideration was also observed in the course of data collation. In other words, informed permission was acquired prior to the gathering of data to safeguard the anonymity of the individuals involved in the study. Meanwhile, the table shown below provides a sample of the distribution of demographic information among the participants.

Table 1. Demographic Variables

Categories	Variables	Frequency	Percentage
Gender	Female	40	41.24%
	Male	57	58.76%
Age	18-25years	12	12.37%
	26-35years	11	11.34%
	36-45years	14	14.43%
	46-55years	41	42.27%
	56+ above	19	19.59%
Years of Experience	Less than 5years	24	24.74%
	5-10years	34	35.05%
	11-15years	22	22.68%
	More than 15years	17	17.53%
Educational Qualification	Bachelor's Degree	22	22.68%
	Master's Degree	25	25.77%
	PhD	50	51.55%

The above demographic information of the respondents is summarized as under.

i). Individuals involved in this study include 57 males and 40 females.

ii). There is a higher distribution of participants who are at the age range of 46-55years. However, there is a smaller number of participants who are at the age range of 26-35years old.

iii). In terms of years of experience, participants with higher age of experience are 17 in number, while participants with less than 5years of experience are 24 in number.

iv). Lastly, respondents, the research participants with PhD are higher in number than individuals with other educational qualifications.

C. Study Tools

The primary instrument used in this investigation is an online questionnaire. Nevertheless, this questionnaire is in accordance with the primary concerns of this research, and it is also segmented into two distinct parts. The first part of this survey presents the fundamental demographic data of the study participants, including their gender (male and female) and academic credentials (bachelors, masters, and PhD), among other variables. On other hand, the second part of the survey focuses on the validation of the two hypotheses developed for this research. The hypothesis is further divided into two subcategories, i.e., 'effective training programs improve translation instructors' transcreation abilities,' and lecturers with professional experience in creative translation and transcreation demonstrate more proficiency and effectiveness in teaching students as compared to those with just academic qualifications.'

D. Study Tool Validity

The present study used a sample of ninety-seven (97) university lecturers from the translation domain in order to assess the dependability of the two hypotheses posited for this investigation. In each subsection of the second section, the participants were engaged in a discourse pertaining to their perspectives and viewpoints about the issues presented in the survey. The survey questions underwent revision and editing to accurately capture the feedback provided by the respondents.

E. Statistical measures of the data

The data was analyzed using statistical measures such as mean, standard deviation, and frequencies. Nevertheless, the following is a concise overview of the statistical approaches used in the research.

i). The mean, standard deviation, t-values, standard errors, and p-values including T-tests were appropriately used to determine the validity of each hypothesis. With these statistical measures, the provided research hypotheses are either accept or reject respectively.

ii). The statistical measures were organized using the Jamovi statistical program.

iii). Finally, the research study presented its results by using a descriptive statistics table.

F. Data Presentation and Analysis

This section is dedicated to presentation of the research data. However, each hypothesis in accordance with the responses of the participants is presented and interpreted one after the other.

H1.A. Effective training programs improves translation instructors' transcreation abilities. (could be in question forms)

The survey items that are included in this hypothesis are listed below.

i). Based on your experience, transcreation practice is included in training of translation educators.

ii). Integration of transcreation practice in translation training enables translation educators to acquire different skillset.

iii). Translation done by translators with transcreation skills is better than those without the skills.

iv). With the integration of transcreation practice in translators' training, translation educators are exposed to the intricacies of other disciplines such as marketing.

v). Continuous professional development, inclusion of transcreation projects in translation training module, technology integration, cross-cultural communication, collaboration, and practical task are the approaches that can aid translation educators develop transcreation skills.

vi). Resource availability and pedagogical approach are among the challenges faced by translation educators in the acquisition of transcreation skills.

Table 2. Training Translation Educators on Transcreation Skills

Question Items	Mean	Standard Deviation	T-Value	Standard Error	Degree of Freedom	P-Value
Q1	4.2	0.5	3.57	0.1	96	0.001
Q2	4.6	0.3	6.32	0.08	96	<0.001
Q3	3.5	0.8	-1.32	0.01	96	0.003
Q4	3.2	0.9	-2.94	0.01	96	0.003
Q5	4.4	0.4	4.21	0.08	96	<0.001
Q6	3.9	0.7	2.58	0.02	96	0.001

The data presented the above are in accordance with the responses of the research participants in regard to the first research hypothesis. However, the following is the interpretation of the table.

i). In the first survey item, respondents shared their view on whether transcreation practice is included in the training of translation educators; based on their experiences. However, the higher mean score (4.2) in the table above shows that many of the participants affirmed that whether transcreation practice is included in the training of translation educators. On the other hand, the t-value (3.57) and the p-value 0.001 respectively, which fall below the conventional threshold of significance at 0.05 show that there is substantial evidence that transcreation practice is indeed included in the training of translation educators.

ii). There is a strong affirmation by the respondents that the integration of transcreation practice in translation training enables translation educators to acquire different skillset. This is evident in the high mean which is 4.6. Nevertheless, the t-value, which is 6.32, shows that there is the statistical significance of the mean difference between the observed scores and the hypothesized population. The findings obtained for the p-value which is <0.001, demonstrate a significant departure from the commonly accepted significance threshold of 0.05. This finding provides strong statistical evidence supporting the proposition that including transcreation practice into translation training allows translation educators to develop a diverse range of abilities.

iii). There is a moderate agreement among the participants based on the superiority of translations performed by translators possessing transcreation abilities. The obtained t-value of -1.32 suggests a statistically significant deviation from a neutral reaction. However, it is important to note that in this particular instance, the direction of the deviation tends towards the negative side.

Furthermore, the obtained p-value of 0.003 provides indications that there exists some evidence to imply that the quality of translations conducted by translators possessing transcreation skills may not exhibit a substantial improvement. This inference is drawn based on the fact that the p-value is lower than the conventional significance threshold of 0.05.

iv). The mean score of the fourth items which is 3.2 indicates that there is unclear consensus among the participants that the integration of transcreation practice in translators' training, translation educators are exposed to the intricacies of other disciplines such as marketing. More so, the t-value which is -2.94 and p-value, which is 0.03 further indicate that there is strong evidence that integration of transcreation practice may not effectively expose translation educators to the intricacies of other disciplines.

v). There is a high agreement among the participants on the identified approaches that can aid translation educators develop transcreation skills. This is evident in the high mean score which is 4.4. Also, the t-value of 4.21 indicates that there is a considerable deviation from a neutral reaction. However, the extremely low p-value (0.001) shows strong evidence that these strategies are successful in assisting translation instructors in acquiring transcreation abilities.

vi). Lastly, the mean score in the sixth survey item (3.9) reveals that the participants are somewhat in agreement, with a mean score of 3.9, that the difficulties faced by translation educators in learning transcreation skills include resource availability and pedagogical method. Meanwhile, the t-value which is 2.58 leans towards agreement and shows a considerable deviation from a neutral response. The p-value on the other hand, shows that there is significant evidence that translation educators confront these difficulties while acquiring transcreation skills.

B.H2. Lecturers with professional experience in transcreation demonstrate more proficiency and effectiveness in teaching students as compared to those with just academic qualifications.

The survey items that are included in this second hypothesis are listed below.

i). Do you incorporate your experience in transcreation while teaching translation students?

ii). Do translation educators with transcreation skills demonstrate more proficiency and effectiveness in teaching transcreation to students than those with just academic qualifications?

iii). Lecturers with transcreation skills have better opportunity to work in other industries than those without the skills?

iv). Does the choice of teaching method affect the way students acquire transcreation skills?

v). Can translation educators do without transcreation skills?

Table 2. Comparing Lecturers that Possess Transcreation Skills with Those with Just Academic Qualification

Question Items	Mean	Standard Deviation	T-Values	Standard Error	Degree of Freedom	P-Value
Q1	4.1	0.6	4.0	0.01	96	<0.001
Q2	4.3	0.4	5.34	0.007	96	<0.001
Q3	3.9	0.7	2.45	0.12	96	0.02

Q4	4.2	0.5	4.78	0.06	96	<0.001
Q5	3.8	0.8	2.32	0.09	96	0.02

The above table is summarized as follows.

i). The mean score of the first survey item, which is 4.1, shows that most of the respondents strongly agree that they include their transcreation experience while instructing translation students. However, the T-Value and low P-Value (0.001) demonstrate a remarkable level of agreement among participants.

ii). In the second survey item, the high mean (4.3) indicates that majority of the participants affirmed that translation educators with transcreation skills demonstrate more proficiency and effectiveness in teaching transcreation to students than those with just academic qualifications. Nevertheless, the t-value (0.007) and extremely low p-value (<0.001) indicate a strong consensus that this perception is statistically significant.

iii). Regarding the third survey item, the respondents express a moderate level of agreement (as seen in the mean score) about the notion that professors possessing transcreation abilities have more prospects in other professions as compared to those lacking such talents. The statistical analysis reveals that the T-Value and P-Value (0.02) show a considerable level of statistical significance for this perception. However, it is worth noting that the strength of this perception is comparatively weaker when compared to other items under consideration. This is based on the observation that the P-value (0.02) falls below the conventional significance threshold of 0.05.

iv). There is a high agreement among the participants regarding the fourth item. However, this is based on the high mean score which is 4.2. More so, the t-value, alongside with the p-value (<0.001), shows that the argument on the important impact of teaching methods on students' acquisition of transcreation abilities has statistical significance and widespread acceptance by the research participants.

v). Finally, the respondents express a moderate level of agreement in the fifth survey item, about the notion that translation instructors may function well without possessing transcreation abilities. The statistical analysis reveals that the T-Value and P-Value (0.02) provide evidence of the statistical significance of this perspective. This suggests that there exists a substantial disparity in opinion when compared to a neutral standpoint. Nevertheless, it is crucial to acknowledge that the level of agreement about this matter is not as robust compared to other items. This is evident from the presence of variability in replies, as represented by the greater standard deviation of 0.8. This observation implies that while there is a certain level of agreement, there may exist divergent perspectives among participants on the indispensability of transcreation abilities for educators in the field of translation.

5. Discussion

Transcreation practice exceed beyond the linguistic part of translation. This study has examined and explored the various literatures in order to highlight the meaning and objectives of transcreation as explained by various scholars in the discipline. On the other hand, the current

research conducted an analysis on the perspective of university lecturers in the field of translation studies on how university lecturers can be trained in order to acquire these transcreation skills.

In order to execute the research objective, ninety-seven (97) university lecturers were engaged in the research tasks wherein they share their opinions with regard to the provided survey item. However, it is important to note that these survey items were based on the two-research hypotheses. The first hypothesis focused on how effectively the training programs improve translation instructors' transcreation abilities. However, the responses from the research participants prove that the integration of transcreation practice in translation training enables translation educators to acquire different skillsets. As argued by Morón & Calvo (2018), 'the incorporation of transcreation abilities within the framework of translator education has the potential to expand the fundamental competence of translators, enabling them to pursue new areas of specialism and enhance their comprehension of intercultural dynamics, as well as translation and adaptation methodologies'.

Without doubt, translators who are well equipped with transcreation skills stand a chance to work in various industries because of the numerous acquired skillsets. Díaz-Millón et al. (2022), enumerated different kinds of skilled translators with the possession of transcreation knowledge. They include translation of texts that are specific to a particular culture, adaptation of online content to suit local audiences, carefully examining and correcting written material, creating original and imaginative works, producing technical documents, identifying cultural and contextual elements, investigating cultural and terminological references, language service provider, adjusting work to meet quality needs, among others.

Another important finding made in the course of analyzing response from the research participants are the approaches that can aid translation educators develop transcreation skills during training. However, a couple of strategies such as inclusion of transcreation projects in translation training module, continuous professional development, technology integration, cross-cultural communication, collaboration, and practical task are the approaches identified as measure that can aid in acquiring transcreation skills by translation educators. The inclusion of transcreation projects in translation training module, is a strategy found in Morón & Calvo (2018), TeCreaTe project. According to the scholarly works, translators are given a couple of transcreation tasks. One of the tasks may be to translate a copy based 'on provided brief'or students are provided with non-translated material along with a transcreation brief; and they are to generate trans-created deliverables based on the provided information. In terms of technology integration, translation software, content management systems, and localization may be introduced into the translation training (Yilmaz et al., 2023; Syahputra et al., 2019; Alawad & Alosaimi, 2023). This aids translation educators to be familiarized with these tools utilized by them when teaching translation students. Additionally, cross-communication approach is an important approach that not only helps in cultural immersion but also helps translation educators to understand cultural nuances and be able to teach translation students on cultural sensitivity in transcreation (modifying information to suit other cultural settings).

The research also identifies the challenges faced by translation educators in the acquisition of transcreation skills. One among these challenges is resource availability. Educators specializing in translation may have difficulties when it comes to obtaining suitable resources, including

textbooks, materials, and software tools that are specifically designed for transcreation. Nevertheless, the lack of sufficient access to current resources might impede the development of transcreation skills. Other challenges include type of pedagogical approach adopted in training them, and the time constraints.

The second hypothesis focused on comparison of the effectiveness of lecturers that possess transcreation skills with those with just academic qualification. The findings revealed that professional experience in transcreation demonstrate more proficiency and effectiveness in teaching students as compared to those with just academic qualifications. Transcreation is the process of altering material for use in other markets and cultural contexts and is typically an innovative and artistic endeavor. Hence, teaching students to apply theoretical ideas in real-world circumstances requires professionals with practical expertise, which may improve students' problem-solving and creative thinking abilities. Meanwhile, it is important to blend academic credentials with relevant work experience. The theoretical grounding and analytical abilities gained via formal education are complementary to hands-on experience. Because of this, it is important for instructors to have both academic credentials and practical experience to provide students with a well-rounded and successful transcreation education.

With regard to whether lecturers with transcreation skills have better opportunity to work in other industries than those without the skills, it was observed that transcreation skills pave way for adaptability needed to work in various sectors, including marketing, advertising, content generation, and intercultural exchange.

6. Conclusion

Transcreation can be defined as a linguistic process that involves the translation, adaptation, and (re)creation of various elements inside a text, whether within the same language (intralingual) or across other languages (interlingual). However, the process entails maintaining the fundamental nature of the original message while including elements of inventiveness, cultural awareness, and emotional resonance. The process of transcreation goes beyond a simple linguistic translation and can be considered an artistic endeavor that connects with audiences on a profound emotional and cultural level. This practice frequently incorporates local idioms, metaphors, and cultural references, gaining inspiration from the rich cultural heritage of a particular region. The relevance of transcreation skills goes beyond mere translation strategy to a more sought-after service; that help equip translators with relevant employability skills. Nevertheless, the concern for the high demands of translators who possess these skills call for a thorough training of future translators to acquire these skills. On the other hand, this will be possible if translator educators are already equipped with these skills. The current highlighted ways through which these educators can be trained in order to acquire transcreation skills. These practical strategies and methodologies include professional development, collaboration, and inclusion of transcreation projects in translation training module, technology integration, cross-cultural communication, collaboration, and practical tasks. These techniques help to trained translation educators to effectively teach transcreation skills. However, despite the effectiveness of these practical techniques in training the university lecturers in the translation industry in acquiring

transcreation skills, it is important for instructors to have both academic credentials and practical experience to provide students with a well-rounded and successful transcreation education. On the other hand, combination of all these strategies in transcreation training will help to equip the university lecturers with the relevant skills needed in teaching their students.

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