

The Use of Linguistic Landscape as a Training Resource for Developing Students' Translation Competence

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Received: July 6, 2022

Accepted: August 8, 2022

Online Published: August 8, 2022

doi:10.5430/wjel.v12n6p274

URL: <https://doi.org/10.5430/wjel.v12n6p274>

Abstract

This study is an attempt to investigate the efficacy of using linguistic landscape scripts as a training material to develop student translators' translation competence. Focusing on the sub-competences stated in PACTE's model of translation competence, namely the bilingual, extra-linguistic, strategic and knowledge about translation sub-competences, the study, based on the participants' reflective feedback and instructor's observations, aims to determine whether the use of bilingual public signs with translational content can help translation students develop their translation competence. The qualitative data used in the study were collected via focus group discussions, instructor's observations and a survey to obtain students' perspectives. The study found out that through discussion, evaluation and reflection on authentic materials taken from students' environment, students can raise their bilingual, procedural and strategic awareness, which contributes to development of self-confidence in decision-making and problem-solving skills in the translation process. Furthermore, the study revealed that the use of such authentic experiential materials can provide students with a range of practices, actors and factors related to the process of translation that enhances their extra-linguistic competence and knowledge about translation, which eventually enables them produce translations that conform to the standards of meaningfulness, appropriateness and correctness required by the target audience.

Keywords: linguistic landscape, translation competence, translation pedagogy, translator training

1. Introduction

1.1 Translation Competence

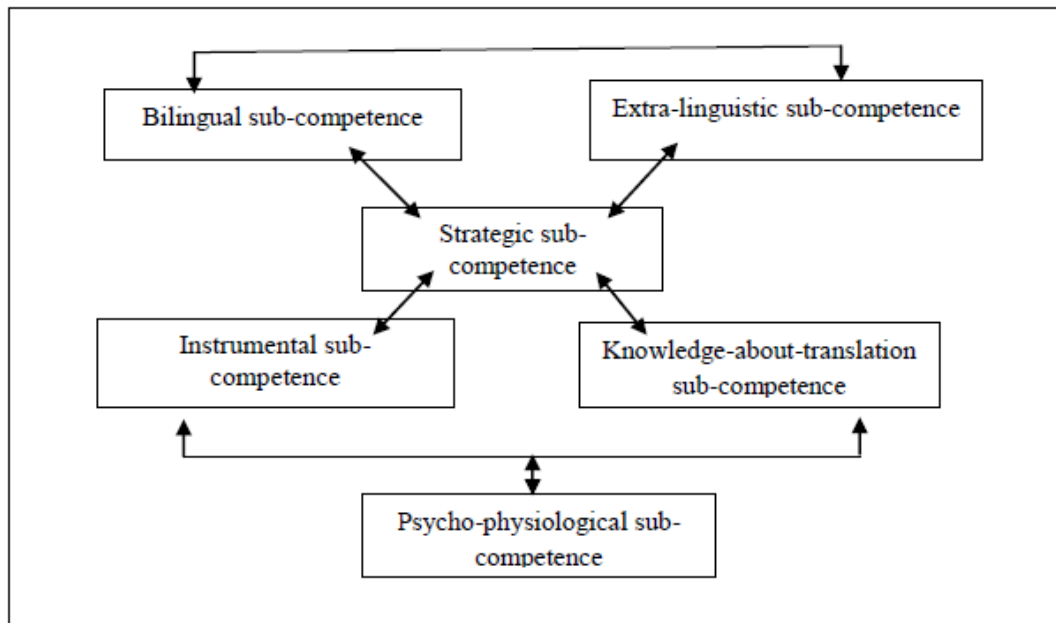
Generally, the term competence is used to refer to 'a series of integrated capabilities consisting of clusters of knowledge, skills and attitudes necessarily conditional for task performance and problem solving and for being able to function effectively in a certain profession, organization, job, role and situation' (Mulder et al. 2009). In the field of Translation Studies, the term translation competence is defined as 'the underlying system of knowledge and skills needed to be able to translate' (PACTE¹, 2009). Translation competence is subdivided by PACTE into five sub-competences, namely: bilingual, extra-linguistic, instrumental, and strategic competences.

Reviewing the literature on translation competence (TC), it can be noticed that studies on this topic paid attention to three main areas. Studies such as those of Chesterman (2000), Hurtado Albir (2017) and Nord (2005) attempted to define TC and its components, whereas other studies focused mainly on examining specific translation competences such as bilingual and intercultural competences (Tomozeiu et al., 2016; Presas, 2000). Finally, some other studies attempted to develop, evaluate and measure translation competence (Adab, 2000; Beeby 2000; Orozco, 2000). It is worth noting that the term translation competence is used by scholars interchangeably with terms such as translation ability, skills, knowledge, aptitude, expertise, and awareness (Orozco & Hurtado Albir 2002; Toury 1995; Bell 1991).

Several translation studies scholars studied translation knowledge, skills and expertise and proposed models and frameworks for translation competence. There are three main translation competence models proposed by translation scholars. They are PACTE's model, EMT's² model and Göpferich's (2009) model. These three models comprise linguistic and extra-linguistic knowledge as well as knowledge of how to use tools and resources to perform the translation process.

However, the TC model proposed by PACTE group is considered the most systemic and comprehensive model of

translator competence. The model is based on PACTE's definition of translation competence as 'the underlying system of knowledge, abilities and attitudes required to be able to translate' (Göpferich, 2009) and has been revised and tested with empirical data. PACTE's model comprises five sub-competences and a psychological component. These five sub-competences are bilingual, extra-linguistic, instrumental, knowledge about translation and strategic competences. The figure below shows PACTE's 2003 model.



The sub-competences of bilingual, extra-linguistic and knowledge about translation in PACTE's model of translation competence refer to the type of translation-related knowledge translators need to possess whether they are expert or trainee translators.

Bilingual sub-competence refers to the possession of knowledge of the source and target languages particularly with respect to pragmatic, socio-linguistic, textual, lexical and grammatical knowledge that enables translators differentiate between the two languages and monitor interference (PACTE, 2005). The extra-linguistic sub-competence includes general knowledge of the world, subject knowledge, bicultural knowledge, and knowledge related to operative aspects of the translation profession and workplace. As for the strategic sub-competence, this refers to the methodological principles and procedural knowledge required to perform the translation process properly, identify and solve translation problems that arise (Hurtado Albir, 2015). The instrumental sub-knowledge has to do to with the use of sources of information and tools applied to translation such as dictionaries, encyclopedias, electronic corpora, parallel texts ... etc to overcome translation problems. Finally, knowledge of translation sub-competence is a type of declarative knowledge, both about translation and aspects related to the profession of translation.

1.2 Developing Translation Competence

The focus of translation pedagogy is translation competence (Piotrowska, 2015). Specifically, translation teaching aims to help students develop their abilities to understand the message expressed in the source text in order to reproduce an equivalent text in the target language. It also aims to equip students with procedural knowledge to help them make justified decisions on the use of techniques and strategies to identify and overcome potential translation-related problems in the transfer process.

For developing translation competence, Hurtado Albir (2015) argues for diversification of instruments and tasks, depending, among other things, on the learning objectives. There are a variety of tasks that can be used to develop translation trainees' competences. Such tasks include translating texts, analyzing different translations of a source text, translation revision, translation correction, classroom discussions on translation issues, writing reflective reports on a translation task, ... etc (Hurtado Albir 1996, 2015). Classroom discussions and reflective essays on specific translation tasks are of great importance during the training stage as they help both instructors measure and monitor students' competences and students be aware of the translation process as well as their translation skills acquisition

(Elthes, 2000).

The current study attempts to utilize LL-based texts, specifically bilingual public signs, as translator training materials to help translation students develop translation competences with special focus on bilingual, extra-linguistic, knowledge about translation and strategic competences. Translation competence, as pointed out by Schöffner and Adab (2000), can be studied from two perspectives, namely the perspective of the product (the translated text; its quality and appropriateness for the purpose and target audience, and the perspective of the process of translating (the efficacy of the decision making process with respect to the translation strategies adopted). In this study, the students' translation competence is studied from these two perspectives. Hence, the students are required to discuss, evaluate and reflect on translated texts and propose alternative translations considered more adequate and appropriate.

2. Objectives of the Study

The present study is intended to support students' translation competence through the integration of linguistic landscape based training materials for translation classes. The research aims to explore how the use of bilingual scripts presented in the students' community linguistic landscape can enhance students' translation competence and provide learners with language and translation related learning experience beyond classroom boundaries. Specifically, the study aims at:

- a) determining the efficiency of LL-based training materials for the development of students' translation competence.
- b) documenting students' evaluation of the source and target texts displayed in their LLs.

In line with the above objectives, the study attempts to answer the research questions below:

- a) Do the participants consider LL-based materials an effective resource for the development of their translation competence?
- b) What is the participants' assessment of the source and target texts displayed in their LLs?

3. Literature Review

3.1 Translation Education and Development of Translation Competence

Traditionally, translation teaching has been both prescriptive and product-oriented. Recent research in translation pedagogy, however, has been focusing on 'the process of translation as opposed to the product of the process of translation (Fox, 2000; Piotrowska, 2015). A process-oriented approach to translator training is 'learner-centered and needs-based' (Fox, 2000). It involves, among other things, providing trainees with procedural knowledge that helps them identify and overcome translation difficulties and problems through the use of methodologically appropriate translation strategies in accordance with the text type, audience and purpose of translation. Moreover, providing student translators with opportunities to comment and reflect on the translation process as well as on translated texts can help in developing translation competence. In this respect, Massey, Jud and Ehrensberger-Dow (2015) point out that 'a key role in acquiring translation competence ... is ascribed to reflecting on decisions and actions during the translation process'.

It is worth noting that process-oriented approaches to translation education seek to complement traditional product-based teaching approaches (Massey et. al, 2015; Elthes, 2000). In this respect, Kościółkowska-Okońska (2015) argues that translation and translator training should focus on educating students about the process of translation and importance of reflective skills, which contributes to the development of individual translation strategies, creativity and ability to tackle potential translation problems. Furthermore, she adds that product-based approaches to translation teaching can help in assessing translators' competence, which identifies their strengths and deficiencies that need further development (ibid.). In the very same context of product-oriented translation teaching, Sikora (2015) argues that error analysis in translated texts, which also involves error identification and correction, is a valuable indicator about student's translation performance, linguistic and translation competence. This is simply so because it 'draws attention to various aspects and levels of translation quality, informs about the gravity of translation errors in relation to translation purpose, client, and specifications' (Sikora, 2015).

3.2 Linguistic Landscape as a Learning Space

The term 'linguistic landscape' is used to refer to the display of language scripts (words, phrases, texts) and images in the public sphere (Shohamy & Gorter, 2009; Landry & Bourhis 1997). The study of linguistic landscape (LL) focuses primarily on how language(s) is/are represented in the public sphere and how people react to these language

scripts. Linguistic landscape oriented studies make use of language scripts on private and public signs as an object of enquiry and study people's interactions with these scripts (Mensel, Vandenbroucke & Blackwood, 2016). As an interdisciplinary field of research, LL has been studied from different perspectives including, but not limited to, language policy, ideology, sociology, semiotics, literacy, pedagogy and education (Ben-Rafael et. al 2006; Gorter 2006; Dagenais et al., 2009; Shohamy & Gorter (2009); Kasanga 2012, etc).

Recent studies that approached LL from an educational perspective, such as those of Burwell and Lenters (2015), Malinowski (2015), Rowland (2012), among others, have emphasized that the use of linguistic landscape tokens as a teaching and learning resource creates new opportunities for educational practices. In these studies, LL is considered 'a site of language and literacy learning' (Malinowski, 2015) given that it can be employed as a tool to help learners develop awareness and understanding of languages used in their communities as well as communicative competencies (Hewitt-Bradshaw, 2014). In addition, education through the linguistic landscape provides learners with a learning experience beyond classroom boundaries, which both relates learners to their environments and enhances their incidental learning (Cenoz & Gorter, 2008.), intercultural communicative skills (Chestnut, Lee, & Schulte, 2013) and peripheral learning (Fatemipour, 2013).

Furthermore, Larsen-Freeman and Anderson (2011) argue in favor of the view that learners do not only learn from direct instruction but also from their surrounding environment linguistic landscapes. In the same vein, Fatemipour (2013) states that learning from the environment (learners' LLs) should be encouraged as scripts on posters and signs, for example, present lexical and grammatical features of the target language. Thus, learners 'can absorb information "effortlessly" when it is perceived as part of the environment, rather than the material "to be attended to"' (Fatemipour, 2013). Finally, as pointed out by Lozano, Jiménez-Caicedo and Abraham (2020), connecting learners' experiences with 'authentic cultural and linguistic materials beyond the classroom setting holds great potential for language instruction because of the cognitively engaging and meaningful learning possible in these contexts.'

The use of LL scripts as a teaching and learning resource has been investigated with special focus on the pedagogical benefits of such a resource for both teachers and learners. Shohamy and Waksman (2009), for instance, described LL as a 'powerful tool for education'. Furthermore, language scripts that appear on public signs are considered authentic texts that can serve as 'highly productive sites of engagement for learners outside traditional classrooms' as pointed out by Quam and Hamilton (2021)'. In the same vein, Gorter (2006) states that educators can utilize the educative content of linguistic landscape as a means to 'teach about languages, multilingualism, language awareness, and literacy practices.'

Sayer (2010) conducted a study on the potential benefits of using LL as a pedagogical resource in the EFL classroom to explore the social meanings of English scripts on public signs in Oaxaca, Mexico. He concluded that the use of LL material as teaching and learning resource can help learners make links between 'the content of classroom lessons and the world beyond the classroom walls' as such a practice can enhance learners' language awareness and appropriate uses in a variety of contexts. In addition, in a recent study, Wiśniewska (2020) argues that the use of LL related materials provides learner with opportunities to discuss and reflect on such materials which leads to making a connection between 'language learning, content learning and development of social, political, and art awareness'.

As far as the use of LL-based materials for translator training is concerned, the translational educative content of LL-based materials has not been previously investigated from a novice translator training perspective, particularly with respect to translation competence. However, there have been attempts to study the pedagogical benefits of LL scripts for language and translation students. Dumanig and David (2019) examined the use of linguistic landscape texts on shop name signs for teaching purposes, and concluded that the use of such materials helped students develop their knowledge of grammar, spelling and vocabulary use. In addition, Algryani and Syahrin (2021) investigated the use of linguistic landscape materials as a pedagogical resource for the translation classroom. The study was based on data obtained from focus group discussions, a survey and teacher reflection. The study concluded that the utilization of LL materials contributed to improving students' language awareness, language proficiency, translation skills, creativity, and critical thinking skills.

The current study is different from the previous studies as it focuses mainly on the use of LL-based training material to develop students' translation competences stated in PACTE's TC model (2017). In line with this, the current study seeks to fill in the gap and look into the effectiveness of using LL-based texts as training materials to develop student translator translation competence.

4. Methodology

4.1 Research Context

This research has been carried out in the city of Salalah in the Governorate of Dhofar in Southern Oman. The city has been selected as a site of research because it has a rich linguistic landscape comprising a huge number of monolingual and bilingual public signs due to the existence of expatriate communities of diverse cultural, linguistic and ethnic backgrounds.

4.2 Sources of Data

The current research adopts the concept of LL defined by Landry and Bourhis (1997) as a field of study that deals with the analysis of language texts on public signs in the public space. The signs can be official or non-official. Official signs include governmental signs, whereas non-official signs include private signs such as road signs, commercial shop signs, advertising billboards, etc. Both types of signs shape the linguistic landscape of a given territory. In this study, non-official bilingual public signs that contain translational content are used. Twenty photos of public signs displaying translational content from both Arabic into English and English into Arabic were used as a translator training material. Following Hurtado Albir's (2015) statement that translator training materials must be authentic and pedagogically beneficial, the texts that the students worked on were carefully selected to ensure that they are pedagogically useful. Most of them, for instance, contain various prototypical translation problems such as lexical, grammatical and stylistic inaccuracies in addition to improper employment of translation strategies.

4.3 Procedure

Adhering to the philosophy of learning beyond classroom boundaries, the participants of the study were taught two translation lessons using bilingual public signs as training materials. The selection process of the images of public signs were largely based on the translation topics covered in the translation course TRAN 250 Contrastive Analysis, namely methods of translation and translation assessment. Since it is important that the texts used for trainee translators are authentic and 'contain various prototypical translation problems or the specific problems students are to work on' (Hurtado Albir, 2015), the researcher used texts that contain lexical, grammatical, semantic and stylistic inaccuracies.

In the current study, the students' translation competence is studied from the perspective of the product of translation (i.e. the translation, its quality, appropriateness) and the perspective of the process of translation (i.e. the decision-making process of translation strategies) (Schäffner & Adab, 2000). Thus, the students are required to discuss, evaluate and reflect on translated texts and propose alternative translations considered more adequate and appropriate.

During the classes the students were exposed to public signage translations and asked to discuss, assess and reflect on the translations provided with respect to a) the accuracy of the translation and b) the translation strategies adopted. Regarding the accuracy of the translation, the students were required to determine whether the translations are linguistically accurate and convey the informative content of the source text. As for the translation strategies, the students were required to identify the strategies used and determine whether the use of such strategies resulted in conveying the meaning of the source text accurately. After the two lessons, the students were asked to complete a survey. The aim of the survey questions is to obtain students' reflections on this learning experience with respect to development of their translation competence.

5. Findings

Based on the focus group discussions in class, students' responses in the survey and the researcher's observations, the following findings are presented with reference to the research questions. These findings are categorized and presented according to the themes emerging from the sources of data used in the study.

5.1 The Participants' Perspectives on the Use of LL-Based Materials for the Development of Translation Competence

The participants were asked in the survey to express their own views on whether or not the use of LL-based materials (i.e. bilingual public signs) for teaching translation topics, specifically, translation methods and translation assessment, can effectively contribute to the development of their translation competence. Most participants stated that they consider the use of LL texts as translator training materials beneficial as it helped them make a link between translation theory and practice.

5.1.1 Enhancement of Extra-Linguistic and Knowledge of Translation Sub-Competences

One of the benefits of using LL-related materials for translation classroom teaching and learning purposes is that

students enhance their awareness of their local communities' linguistic landscape particularly with respect to how it is shaped and translated into other languages. The students, for instance, have become aware of the features characterizing the LL of their community. They have developed good understanding of translation issues in public signage translations, and how poor and inappropriate renditions can negatively affect conveying the informative content of public signage to their target readers. Equally important, some students stated that they started examining public signage translations in their communities, which not only makes a link between the contents of classroom teaching and the world beyond classroom boundaries, but also enhances their incidental and peripheral learning of translation. The extracts below that are taken from students' responses to the survey illustrate these findings.

The lesson helped a lot to understand the issues and how to translate and convey the accurate meaning and how to use the methods of translation. (P2)

I was not paying attention to translation of public signs, but at the moment I studied this lesson I started reading them and attempt to identify the mistakes and provide a better translation (P6)

After discussing the public signs in the lesson I figured out that they are not all correct or good enough. In other words, some of them were not making sense. (P12)

The lesson was very helpful. It helped me in understanding translation problems more and how to solve and identify these problems. (P4)

5.1.2 Enhancement of Procedural and Strategic Competence

In class focus group discussions, the students analyzed and assessed public signage translations in order to determine whether the translations are accurate and appropriate. The students also looked at the translation methods and strategies employed to transfer the meaning of the source texts. They successfully identified a number of translation methods such as literal translation, borrowing, transliteration, generalization, and omission. More importantly, they had the opportunity to reflect on the use of the translation methods and learn more about the contexts and situations in which certain translation methods and/or strategies are preferred over others. The students' extracts below illustrate this finding.

The borrowing method is more acceptable to names of restaurants or places, and the generalization method is a good way to give a general meaning. However, there are some mistakes of using these translations methods. (P2)

I think the most common translation technique used in literal translation. This kind of translation is not always accurate. Borrowing was one of the methods used as well. It was used in the examples where we translate restaurant names. (P6)

5.2 The Participants' Assessment of the Source and Target Texts Displayed on Public Signs in Their Communities

5.2.1 Enhancement of Bilingual Sub-Competence

The analysis of data obtained from focus group discussions and the survey revealed that the participants demonstrated improved understanding of the quality of both the source and target texts displayed on public signs. A number of students stated that some of the Arabic and English source texts discussed in class were poorly written, which affects the translation process. They stated that some texts contain grammatical errors, inappropriate vocabulary, and redundant information, which can be taken as an indication of improved bilingual competence. This is expressed in the students' extracts below.

In my opinion, I noticed that one of the common errors is that they wrote the source text in a wrong way as it does not look natural, which led to mistakes in the translation. (P10)

Many public signs were written in a literal way which leads to a poor translation. (P4)

Some translations have errors in grammar; others, in meaning and vocabulary. (P15)

The source texts are usually incorrect and long. They should be made shorter. (P11)

I could identify that there were some errors in the source text, grammatical and semantic mistakes. In addition, there are errors that lead to conveying a different meaning. (P7)

5.2.2 Enhancement of Knowledge of Translation and Strategic Sub-Competences

Having discussed and evaluated public signage translations, the participants identified and reflected on the translations and the methods used for translating public signs. Critically, they attributed the inappropriateness and awkwardness of some public signage translations to the improper use of the translation techniques, which reflects

improved strategic competence. The students' extracts below illustrate this finding.

Many public signs are translated in a literal way which leads to a poor translation. Borrowing is also used. These translation methods give untranslatable but not well written translations. (P4)

I think the most common translating technique used in the translations of public signs is literal translation. This kind of translation is not always accurate. Borrowing was one of the methods used as well. It was used accurately in the examples of restaurant names translations. (P6)

I realized that literal translation is used a lot. Most of the translations were translated literally. There is also another used technique which is borrowing, but the translators should be more careful in this technique because there are some mistakes in the translations. (P12)

6. Discussion of the Findings

The study relied on texts and their translations taken from the participants' environment. The tasks that were assigned to the participants included analyzing source texts, identifying translation problems, discussing, assessing and reflecting on the translated texts. The study also used a survey to obtain the participants' reflective feedback after completing the translation tasks.

Methodologically, following Hurtado Albir (2015), there are a variety of tasks that can be used to develop students' translation competences such as source texts to be analysed or translated, translated texts to analysed, revised or corrected, open-ended or close-ended questionnaires on translation issues, e.g. problems encountered, knowledge of translation, ... etc. In this study, the researcher used translated texts and a survey to obtain reflective feedback on the use of LL as a translator training material.

The findings of the study revealed that the participants showed improved translation competence. To start with, the LL-based training materials used in class helped the students improve their bilingual competence, which involves communicative competence in the two languages with respect to sociolinguistic, textual, pragmatic, grammatical and lexical aspects. The bilingual sub-competence, as defined by PACTE (2017), is the ability to comprehend the source text thoroughly in order to reproduce it accurately, naturally and appropriately in the target language.

To illustrate, apart from the use of literal translation to translate the text on the sign in Figure (1), which is inappropriate, the students pointed out that the translator followed the word order of the source language, resulting in an ungrammatical English sentence. Furthermore, they stated that the choice of the word 'rapid' as an equivalent for the Arabic lexical item 'السرّيع' is inappropriate because the two words, irrespective of being synonymous, cannot be used interchangeably.



Figure 1. translation with grammatical and lexical errors

Thus, as stated by Elthes (2000), the comparison of the source text and target text 'allows the students to acquire linguistic reflexes that are based on differences between the two linguistic systems' that contributes to the development of their bilingual sub-competence. It also shows increased awareness of the inter-linguistic differences in lexis, syntax and stylistics between the two linguistic systems (Hurtado Albir, 2015; Sikora, 2015; Hewitt-Bradshaw, 2014). Finally, the alternative translation proposed by the students as 'Al Subah Express Shopping' reveals improved strategic and procedural knowledge that involve identifying translation problems and solving them by using proper translation strategies (Sikora, 2015).

The findings also showed students' awareness of culture-specific items and how such cultural references can be translated. They, for instance, identified the Arabic culture-specific items 'مندي' and 'مضغوط' that refer to local dishes in Figure 2 and considered the translation provided for them appropriate given that such items have no direct equivalent in the target language. This shows that such cultural awareness can be enhanced through the use of LL materials as pointed out by Lozano et al. (2020).



Figure 2. use of borrowing (transference) to translate cultural items

In addition, another sub-competence that can be improved through the use of LL-based training materials is the knowledge about translation sub-competence which involves knowledge about the functions of translation as well as professional knowledge of translation practice. To illustrate, while analysing and assessing public signage translations, the students stated that some translations are ambiguous, arguing that the translator failed to transfer the meaning of the source text, which has a negative impact on the informative and communicative effect of the sign. For example, the English translation of the Arabic text on the sign in Figure 3 is ambiguous for non-Arabic speakers as it is not clear which languages are taught at the institute. The students’ ascribed this ambiguity to the non-translation of the word الإنجليزية ‘English’, which is used to modify the word لغة ‘language’.



Figure 3. ambiguous translation

With respect to students’ procedural and strategic competences, the findings showed that these improved significantly. The discussion and analysis of public signage translations helped students identify the translation strategies used for translating public signs such as borrowing, literal translation, generalization, omission, etc. This reflects awareness and capability of applying proper translation strategies to transfer the source text message appropriately, taking into account the text type, the purpose of translation and the audience (Fox 2000; Piotrowska, 2015). The examples below are taken from the signs that the students studied in class. Respectively, the examples in Figures 4 and 5 involve the use of the translation strategies of borrowing and generalization.



Figure 4. use of the borrowing (transference) strategy



Figure 5. use of the generalization strategy

Furthermore, the students assessed the translations and pointed out that some translations are inaccurate due to the inadequate choice of translation strategy. For instance, the improper use of the omission strategy for translating the Arabic text on the sign in Figure 6 distorted the source text meaning. The students stated that the non-translation (omission) of the word 'تأجير' 'rental' into the target text has a negative impact on the informative and communicative effect of the sign. For non-Arabic speakers, it is unclear what services (e.g. sale, rental, repair, etc) the place is set to offer to customers.



Figure 6. inaccurate translation due to use of the omission strategy

Such reflection on the part of students is an indication of improved translation assessment skills as well as decision-making skills as it explains the processes followed in translating the text and their effects on the translation, which underpins systemic decision-making in the process of translation (Massey et. al, 2015).

7. Conclusion

This article has examined the use of LL texts as training materials to develop students' translation competence. The study found that the use of authentic materials from students' environment can help students improve their bilingual, extra-linguistic and strategic sub-competences, which has a positive effect on the development of self-confidence particularly with respect to decision-making and problem-solving in the process of translation. Furthermore, the study showed that the analysis of public signage translations can offer students a range of practices and factors to be considered in the translation process. This contributes to improving extra-linguistic competence and knowledge about translation competence that enable students produce accurate and appropriate translations which meet the purpose of translation and the expectations of the targeted audience. Finally, the integration of LL related materials motivates students to engage in new learning contexts beyond classroom settings, thus enhancing their incidental and peripheral learning about translation.

Acknowledgements

I am grateful to the participants of the study for taking part in this research.

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Notes:

¹The PACTE (Process in the Acquisition of Translation Competence and Evaluation) is a research group established in 1997 to conduct research on Translation Competence and the Acquisition of Translation Competence.

²EMT stands for The European Master's in Translation

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